ED 367 767 AA 001 247

Resources in Education (RIE). Volume 29, Number 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 94
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 367 768 CE 063 325

Gore, Jane S.; And Others
School Age Child Care Staff Training Evaluation.
SPONS. AGENCY- New York State Dept. of Social Services, Albany.
PUB DATE- Oct 91
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, Canada, October 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Course Content; Elementary Education; Inservice Education; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; Program Improvement; *Staff Development; *Workshops
IDENTIFIERS- New York (Upstate)

A formative and summative evaluation was made of eight school-age child care (SACC) training workshops conducted in 1989-90 for 190 participants in upstate New York. (The focus of the SACC workshops was to "train the trainers," as well as to provide trainees with quality materials and instruction for future training with their staff members.) All participants evaluated the individual classes at the end of each session as part of the formative assessment. Summative evaluative information from pre- and posttest questionnaires demonstrated a positive change in the trainees' attitudes about the importance of training. There was also marked improvement in their knowledge about how best to provide training to staff members (where to conduct it, how much training to schedule, who should do the training, and

ED 367 785   CE 065 750

Information on Vocational Training on a European Level.
PUB DATE- 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Data Collection; *Decision Making; Educational Planning; Educational Policy; *Educational Research; Foreign Countries; Information Dissemination; *Information Needs; Information Networks; *Information Sources; Information Utilization; Policy Formation; Postsecondary Education; Secondary Education; Unions; *Vocational Education
IDENTIFIERS- *Europe

This issue includes the following nine papers on the theme of collecting and utilizing information on vocational training in Europe: "Information on Vocational Training in the Federal Republic of Germany" (Hardenacke); "Devolved Decision Making in the U.K. Demands Wide Dissemination of Information" (Cowan, Brown); "Compiling Information on Vocational Training: A Trade Union Perspective" (Andre, Theunissen); "Networks of Specialists at the Heart of Information Policy" (Lenain, d'Iribarne); "Research Scientists and Information on Vocational Training in Europe" (d'Iribarne); "Decision-makers Information Needs in Vocational Training" (Benedek); "Client-oriented Information about Education and the Labour Market in Europe" (Frederix, Mensen); "A Statistical Information System for Vocational Training: Portugal" (Goncalves de Sousa Fialho); and "Information Policy and Needs--A Closed Circle or an Infinitely Long Line?" (Adams). Also included are the names/addresses and descriptions of the services provided by the following sources of information about vocational training at the European level (the European Centre for the Development of Vocational Training) and in Brussels, Denmark, Germany, Greece, Spain, France, Ireland, Italy, The Netherlands, Portugal, and the United Kingdom. (MN)

ED 367 786   CE 065 755

Clayton, Kermeta Kay; And Others
Family Influence over the Occupational and Educational Choices of Mexican American Students.
SPONS. AGENCY- National Center for Research in Vocational Education, Berkeley, CA.
PUB DATE- Dec 93
NOTE- 4p.; Paper presented at the Annual Meeting of the American Vocational Association (Nashville, TN, December 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Community Colleges; Comparative Analysis; *Family Influence; Grade 8; Grade 12; *Mexican Americans; *Parent Attitudes; Secondary Education; Secondary School Students; State Surveys; *Student Attitudes; *Student Educational Objectives; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- Hispanic American Students; *Texas

A total of 2,118 8th-grade, 12th-grade, and community college students (66% were Mexican American) from 11 Texas school districts and 3 community colleges were surveyed to determine the extent of family influence over their occupational and

ED 367 805 CE 065 828

Ghazalah, I. A.
1983 Vocational Education Graduates in 1987. A Study Based on Federal Income Tax Data.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 93
NOTE- 119p.; For related reports, see CE 065 827-829.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Associate Degrees; Comparative Analysis; Educational Status Comparison; Employment Patterns; *High School Graduates; High Schools; *Income; Job Training; *Outcomes of Education; Postsecondary Education; Salary Wage Differentials; State Aid; State Surveys; Tables (Data); Taxes; *Vocational Education; Vocational Followup
IDENTIFIERS- *Ohio

A 1987 study that examined the economic performance of 23,500 graduates in 1983 of 14 vocational programs in Ohio used federal income tax records. Twelve of the programs with 21,857 graduates were at the secondary level, and 2 with 1,643 graduates were at the associate level. The incomes of vocational graduates were compared to income of equivalent groups in the general population. The study also investigated the geographic mobility of vocational graduates since 1979. Results showed predominantly higher incomes for vocational graduates than for the general population. The result varied by vocational program, but the ratios were higher than 1 for the 1979 graduates in all programs. The income advantage ranged from 10 to 79 percent for graduates of secondary programs and from 11 to 68 percent for graduates of associate programs. (An executive summary and 46 tables and diagrams are provided.) (YLB)

ED 367 806 CE 065 829

Ghazalah, I. A.
1984 Vocational Education Graduates in 1988. A Study Based on Federal Income Tax Data.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 93
NOTE- 130p.; For related reports, see CE 065 827-828.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Associate Degrees; Comparative Analysis; Educational Status Comparison; Employment Patterns; *High School Graduates; High Schools; *Income; *Outcomes of Education; Postsecondary Education; Salary Wage Differentials; State Surveys; Tables (Data); Taxes; *Vocational Education; Vocational Followup
IDENTIFIERS- *Ohio

A 1988 study that examined the economic performance of 22,091 graduates in 1984 of 14 vocational programs in Ohio used federal income tax records. Twelve of the programs with 20,557 graduates were at the secondary level, and 2 with 1,534 graduates were at the associate level. The incomes of vocational graduates were compared to income of equivalent

ED 367 825 CE 065 874

Gunderson, Margaret; And Others
Occupational Preparation. Module 3: Life Skills. Instructor Guide. Student Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 93
NOTE- 492p.; For related documents, see CE 065 861 and CE 065 872-873.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Choice; *Daily Living Skills; Decision Making; *Employment Potential; Interpersonal Competence; *Job Skills; *Learning Activities; Learning Modules; Lesson Plans; Money Management; Postsecondary Education; Problem Solving; Secondary Education; Self Actualization; *Special Needs Students; Teaching Guides; Teaching Methods; Vocational Education; Vocational Maturity

This unit is one of three self-contained modules for self-assessment, career exploration, and life skills designed for use with special populations (persons with disabilities, educationally and economically disadvantaged persons, persons with limited English proficiency, students in programs designed to eliminate sex bias, and prisoners) in vocational education classes. The module integrates student activities, an instructor guide, and a student guide written on the sixth- and seventh-grade reading levels. It includes the following: a matrix of competencies and skills cross-referenced to the Missouri Pre-Employment and Work-Maturity Competencies; suggestions for teachers; a list of 35 videotapes, 2 textbooks, and a software program; and 8 lessons. The lessons cover the following: communication; money management; community awareness; self-esteem and values; decision making and problem solving; goal setting, planning and accomplishing tasks; physical and mental health; and preemployment and work maturity. (KC)

ED 367 826 CE 065 881

Multiple Employment Training Programs. Overlapping Programs Can Add Unnecessary Administrative Costs. Report to the Ranking Minority Member, Committee on Appropriations, U.S. Senate.
PUB DATE- Jan 94
NOTE- 32p.; For a related document, see ED 359 427.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Agency Cooperation; Delivery Systems; *Economically Disadvantaged; *Employment Programs; *Federal Programs; Federal State Relationship; *Job Training; Postsecondary Education; *Program Costs; Vocational Education

A study explored the extent to which 154 federal programs that provide employment training assistance overlap in the populations targeted and services provided and whether such overlap has any potentially adverse effects. The research was conducted in the following ways: categorizing the 154 programs by the primary target populations served; reviewing the

ED 367 843 CE 065 906

Millican, Juliet
Reading, Writing and Cultivating. A Resource Book for Post-Literacy Trainers Based on Experiences in Senegal.
PUB DATE- 91
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Programs; *Agricultural Education; Classroom Techniques; *Community Programs; Cooperatives; Curriculum Development; *Developing Nations; Educational Strategies; Females; Foreign Countries; Instructional Materials; Learning Activities; Lesson Plans; *Literacy Education; Material Development; Numeracy; Program Administration; Program Development; Resource Materials; *Training Methods
IDENTIFIERS- *Africa (West); *Post Literacy Programs

This resource book is intended to help trainers working on postliteracy programs in agricultural areas of West Africa. Its primary focus is on the role of literacy in the management of irrigation systems and farmer cooperatives and on program administration activities such as recordkeeping, registration, and credit. However, strategies for meeting the specific training needs of other groups, such as women's cooperatives, vegetable growers, and youth associations, are also examined. The format of sections introduced by a story is used to demonstrate the importance of storytelling as a media for disseminating information in West Africa. The following topics are examined in the book's main sections: the role of literacy in agricultural development, designing a postliteracy course, planning a lesson, organizing learning activities, making and using materials, and village projects. Appended are the following: a short course in blackboard drawing; games for literacy and numeracy; and instructions for making a rod puppet, binding books, a freestanding flipchart; and examples of account sheets used by farmers in Senegal. (MN)

ED 367 844 CE 065 907

Business Technology Curriculum Guide. Vo. Ed. 270. Revised 2/94.
PUB DATE- Jan 94
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; *Articulation (Education); Behavioral Objectives; Business Communication; *Business Education; *Business Skills; Career Awareness; Classroom Techniques; *Competency Based Education; *Computer Oriented Programs; Entrepreneurship; Human Relations; Job Search Methods; Keyboarding (Data Entry); Learning Activities; Marketing; Microcomputers; Notetaking; *Office Automation; Secondary Education; State Curriculum Guides
IDENTIFIERS- Business Law; Business Mathematics

This guide, which combines business and marketing concepts with microcomputer applications, is intended to be used in designing a 2-semester course in business technology and to serve as the

ED 367 862 CE 065 936

Parents as Teachers Project. Learning Styles.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Jun 92
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Cognitive Style; Elementary Secondary Education; *Family Programs; Handicrafts; Learning Activities; *Literacy Education; *Parent Child Relationship; *Parent Education; Parent Influence; *Parents as Teachers; *Parent Workshops; Prereading Experience; Preschool Education; Program Effectiveness; Self Esteem
IDENTIFIERS- 353 Project; *Family Literacy

The primary objective of the Parents as Teachers project was to present a series of workshops to help parents understand the vital role they play in their children's preschool and educational development and help them develop techniques to encourage children to read, participate with their children in various craft and educational activities, and build their children's self-esteem. Parent-child interaction activities were presented, and educational personnel served as models to reinforce target skills. Home visitors visited homes to help parents with specific needs. During the project grant period, 131 families attended family workshops and family nights. At least 35 families attended programs for 3 or more months. Among the workshop participants were 8 families from local adult literacy classes, 34 families receiving Aid to Families with Dependent Children, and 88 families from shelters. All of the parents participating in a project evaluation meeting reported spending much more time reading to their children, and many reported attending more activities at their children's schools. (Attached to this report are a handout on learning styles, guidelines and games for encouraging children to read, instructions for 22 craft projects, and self-esteem activities.) (MN)

ED 367 863 CE 065 937

Read with Me. Final Report. A Section 353 Special Project.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 30 Jun 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Curriculum Development; *Economically Disadvantaged; *Family Programs; Instructional Materials; Learning Activities; Library Skills; *Literacy Education; Material Development; Parent Child Relationship; *Parent Workshops; *Reading Aloud to Others; Story Reading
IDENTIFIERS- 353 Project; *Family Literacy

The Read with Me project was undertaken to help disadvantaged parents establish reading as a family priority. Included among the program's target audience were families residing at a 30-day shelter for homeless people, parents in adult basic education (ABE) classes, parents associated with a program for

ED 367 882 CE 065 992

Swanson, David
Why Manufacturers Do--and Do Not--Attend Educational Seminars. SBDC Professional Enrichment.
PUB DATE- 90
NOTE- 8p.; Small Business Forum, volume 8, number 1, p44-48, Spring 1990 (reprints).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Adult Education; *Attendance Patterns; Corporate Education; Enrollment; *Improvement; Job Skills; Management Development; *Manufacturing Industry; Participation; *Seminars; Skill Development; Workshops
IDENTIFIERS- Iowa

Examination of numerous studies of executives of small manufacturing firms in Iowa offered insights on their attitudes and actions regarding educational seminars. Findings showed that 62.7 percent of manufacturers attended at least one seminar in the last year. The term "seminar" had a better customer satisfaction rating than "workshop" did. The term "class" did not appeal to them. Workshops were not the preferred method of gaining knowledge; personal contacts were. Associates and suppliers offered more competition than consultants, degree-oriented courses, or government-sponsored programs. Manufacturers were not interested in for-credit courses. Relevance of the course was the primary criterion used when selecting programs. Long-term use was more important than immediate use. Program cost ranked eighth out of 10 in terms of importance. High technology firms were a good market because they were more education oriented than other firms. Most manufacturers heard about programs through direct-mail campaigns. The primary challenge was to prove the value of education. Manufacturers did not assume that additional education could influence their firm's profit picture or competitive posture. (YLB)

ED 367 883 CE 065 995

Izzo, Margo Vreeburg; Friedenberg, Joan
Serving Persons with Disabilities in Vocational Education: Training the Teacher Trainers. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Disabilities; *Fused Curriculum; *Inservice Teacher Education; Postsecondary Education; *Preservice Teacher Education; Secondary Education; *Special Education Teachers; Teacher Educator Education; *Teacher Educators; Teacher Workshops; *Vocational Education Teachers

The purpose of a 3-year project was to improve the preservice preparation of special education and vocational teachers by providing content for faculty members to infuse into their core teacher preparation courses. It assisted vocational and special teacher educators in including in their preservice curricula the content that would prepare aspiring vocational teachers to provide effective services to students with disabilities and

ED 367 903 CE 066 121

Lorenzen, Elizabeth A.; And Others
Job Search Correspondence.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Correspondence; College Seniors; Higher Education; Job Applicants; *Job Application; *Job Search Methods; *Letters (Correspondence); Writing (Composition)

This paper describes the various types of correspondence used in the job search process and provides guidelines and samples of each type. Types of letters discussed include cover letters (including letters of application and prospecting letters), networking letters, thank-you letters, acceptance letters, withdrawal letters, and rejection of offer letters. Some "do's" and "don't's" also are listed. (KC)

ED 367 904 CE 066 122

Lorenzen, Elizabeth A.; And Others
Resume Development.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Seniors; *Employment Qualifications; Higher Education; Job Applicants; *Job Application; *Job Search Methods; *Resumes (Personal)

This paper presents a step-by-step guide for developing a resume as part of a job search campaign. The paper presents the following information: purposes of the resume; steps in resume development; resume formats; resume headings; and some "do's and some "don't's." The paper also includes a list of 161 action verbs for use in resume development, a resume worksheet, and 8 sample resumes. (KC)

ED 367 905 CE 066 140

Moore, Ramona C.; Bogotch, Ira E.
No Longer "Neglected": Adult Learners in Graduate Education Programs.
PUB DATE- Nov 93
NOTE- 42p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; *Adult Students; *Andragogy; *Classroom Techniques; Graduate Students; Graduate Study; Higher Education; *Lifelong Learning; Small Group Instruction;

ED 367 924 CG 025 296

Your Are Not Alone: National Lesbian, Gay and Bisexual Youth Organization Directory, Spring 1993.
PUB DATE- 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adolescents; Adults; *Counseling; Directories; Foreign Countries; *Homosexuality; Mental Health; *Resources; Social Discrimination; Social Services; *Social Support Groups; *Youth Agencies; Youth Problems; Youth Programs
IDENTIFIERS- Bisexuality; Canada; United States

This directory lists lesbian, gay, and bisexual youth organizations in the United States and Canada to help youth-serving professionals find the resources they need to work with young people who are lesbian, gay, or bisexual, or who are exploring their sexual orientation. The directory also lets youth themselves know the resources that are available for them. The listed organizations provide counseling, emergency shelter, medical care, support groups, social events, and other services. More than 170 organizations are listed, organized by state, with national listings, Canadian organizations, and other hotlines listed in the back. Providers include adult gay organizations, youth-service agencies, religious groups, and other organizations that offer assistance. (SLD)

ED 367 925 CG 025 297

CACD Journal, Volume 11, 1990-91.
PUB DATE- 91
NOTE- 71p.; Published annually, for 1991-92 and 1992-93, see CG 025 298-299.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Career Counseling; College Environment; Counseling Services; *Counselor Role; *Counselors; Educational Change; Employee Assistance Programs; Guidance Programs; *Pupil Personnel Services; Stress Management; Student College Relationship; Student Volunteers
IDENTIFIERS- Computer Assisted Career Guidance; Kuder Occupational Interest Survey; Myers Briggs Type Indicator

Along with messages from the editor and CACD's president, this issue offers: (1) "The New Guidance: A Systems Approach to Pupil Personnel Programs" (Johnson and Johnson); (2) "Public Sector Employee Assistance Programs" (Kemp and Verlinde); (3) "An Update on Stress Management" (Weiner); (4) "Campus-based Volunteerism: Moving Into a 'You-and-Me' College Student Generation" (Beeler); (5) "Counselor and Client Uses of Computer-assisted Career Information Delivery Systems" (Olson); (6) "Reviews of Career Guidance Instruments" (Bauernfeind). The "Features" section includes: (1) "1968-69 CPGA President's Message" (Hoover); (2) "As a Glowworm Giveth: The Investiture of Counseling" (Jones); (3) "Academic Advisors, Computers, and CAN: The Future of Academic Counseling" (Emerling); (4) "White, Male and Human" (Baker). Bibliographies are also included. (BF)

ED 367 926 CG 025 298

CACD Journal; Volume 12, 1991-92.
PUB DATE- 92

ED 367 946 CS 011 623

Johnson, Eugene G.; And Others
Technical Report of the NAEP 1992 Trial State Assessment Program in Reading.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 330p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Evaluation Methods; Grade 4; Grade 8; Program Descriptions; Program Design; Program Implementation; *Reading Achievement; Reading Research; *Research Methodology
IDENTIFIERS- *National Assessment of Educational Progress; *Trial State Assessments (NAEP)

Documenting the design and data analysis procedures behind the 1992 Trial State Assessment in reading, this book also provides insight into the rationale behind the technical decisions made about the program. Chapters in the book are: (1) "Overview: The Design, Implementation, and Analysis of the 1992 Trial State Assessment Program in Reading" (John Mazzeo and others); (2) "Developing the Objectives, Cognitive Items, Background Questions, and Assessment Instruments" (Jay R. Campbell and Mary R. Foertsch); (3) "Sample Design and Selection" (Leyla K. Mohadjer and others); (4) "State and School Cooperation and Field Administration" (Nancy Caldwell); (5) "Processing and Scoring Assessment Materials" (Dianne Smrdel and others); (6) "Creation of the Database and Evaluation of the Quality Control of Data Entry" (John J. Ferris and David S. Freund); (7) "Weighting Procedures and Variance Estimation" (Adam Chu and Keith F. Rust); (8) "Theoretical Background and Philosophy of NAEP Scaling Procedures" (Eugene G. Johnson and others); (9) "Data Analysis and Scaling for the 1992 Trial State Assessment in Reading" (Nancy L. Allen and others); and (10) "Conventions Used in Reporting the Results of the 1992 Trial State Assessment in Reading" (John Mazzeo). One hundred nine references, a list of participants in the objectives and item development process; a summary of participation rates; conditioning variables and contrast codings; item response theory parameters for reading items; a description of reporting subgroups; and descriptions of the achievement level setting process and the anchoring process are attached. (RS)

ED 367 947 CS 011 624

Bohm, Lois
When Do Parents Begin To Diminish the Amount of Time Spent Reading Aloud to Their Children?
PUB DATE- 11 Apr 94
NOTE- 31p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Reading; Elementary Education; *Parent Child Relationship; Parent Role; *Reading Aloud to Others; Reading Research
IDENTIFIERS- Parent Surveys

A study examined whether parents begin to diminish the amount of time spent reading aloud to their children once the children

ED 367 965 CS 011 643

Marks, Tracey A.; And Others
A Study of Two First-Grade Teachers "Roaming around the Known" with Their Students. Reading Research Report No. 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Case Studies; Classroom Design; *Elementary School Teachers; *Evaluation Methods; Grade 1; *Informal Assessment; Primary Education; *Reading Achievement; Reading Research; *Student Evaluation; *Teacher Behavior
IDENTIFIERS- Print Awareness; Reading Recovery Projects

A study describes the process of two first-grade teachers incorporating the Reading Recovery process of "roaming around the known" in their regular classrooms. Their purpose was to assess what their students knew about print. Data collection for these case studies took place for 16 weeks late in 1992; participants included 49 first-grade students from 2 classrooms, the teachers, and 2 reading recovery teachers who provided support. Unlike many traditional reading assessments, roaming is a responsive, informative assessment process for early readers. Each teacher developed a unique roaming model, and each teacher roamed in three phases. The first phase consisted of informal observations of students as they participated in literacy-related activities. The second phase included formal roaming sessions with individual students during which the teacher used highly scaffolded instruction. The third phase involved roaming with students in reading groups. Roaming enabled the teachers to make instructional decisions with confidence. The experiences of these teachers suggest that roaming could prove to be an effective assessment tool in the regular classroom. Two figures illustrating two classroom floor plans are included; the sequence of each teacher's activities during roaming, sample teacher notes and checklists, and a list of what one student learned about her students from roaming are attached. (Contains 27 references.) (Author/RS)

ED 367 966 CS 011 644

Literacy and Poverty: A View from the Inside. Research Report.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 92
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- Adult Basic Education; Foreign Countries; Interviews; *Literacy; *Literacy Education; *Low Income; *Poverty; Qualitative Research; Reading Research; Social Services
IDENTIFIERS- *Canada; Literacy as a Social Process

Giving a human face to the wealth of statistical information on literacy problems in Canada, a qualitative study investigated the experiences and views of socially and educationally disadvantaged people in Canada. Open-ended interviews were conducted with 105 persons with low literacy skills from every province and territory in Canada. In addition, 119 literacy

ED 367 985 CS 214 257

Hajek, Ellen
Humpties: Parts of Speech with "Eggceptional" Personalities.
PUB DATE- 92
NOTE- 40p.; For related book, see CS 214 258.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Adverbs; Class Activities; Elementary Education; *Grammar; Nouns; Pronouns; *Sentence Diagraming; *Sentences; Sentence Structure; Verbs

First in a series of books that illustrate the functions of words in sentences, this book uses cartoon characters (a different "Humpty" for each part of speech) to help make learning grammar easier by associating an abstract concept with a visual image. The book introduces each part of speech and offers practice pages where students can reinforce the concepts by placing the appropriate Humpty under each part of speech in sample sentences. The book discusses nouns, verbs, conjunctions, pronouns, adjectives, adverbs, prepositions, and interjections. Supplementary activities, numerous copies of the various Humpty characters, and answers to exercises are attached. (RS)

ED 367 986 CS 214 258

Hajek, Ellen
Building Sentences with the Humpties.
PUB DATE- 93
NOTE- 46p.; For related book, see CS 214 257.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Elementary Education; *Grammar; Sentence Combining; *Sentence Diagraming; *Sentences; Sentence Structure

Second in a series of books designed to make learning to write and understanding the structure of language easy and fun, this book gives students the opportunity to see how each of the parts of speech functions in a sentence. The focus of the book is twofold: to help students learn to recognize and write complete sentences and to familiarize students with the way various parts of speech are related to one another within a sentence. The book also includes opportunities for creative expression and recreation. Sections of the book discuss what a sentence is; subjects; predicates; compound subjects; compound predicates; diagramming; objects; and four kinds of sentences. Answers and multiple copies of the cartoon characters called "Humpties" (used to mark various parts of speech) are attached. (RS)

ED 367 987 CS 214 259

Mathison, Maureen A.; Spivey, Nancy Nelson
Writing from Academic Sources--Authorship in Writing the Critique. Project 9 (Study 2, Phase 1). Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 92p.; For Phase 2 of the study, see ED 366 951.
LANGUAGE- English

ED 368 006 CS 508 515

O'Keefe, Virginia
How To Help Adult and Nontraditional Students Find Success through the Communication Course.
PUB DATE- Nov 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; Communication (Thought Transfer); Communication Apprehension; *Communication Problems; Communication Research; Course Content; Higher Education; *Introductory Courses; *Nontraditional Students; *Sex Differences; Student Attitudes; *Student Needs; Two Year Colleges
IDENTIFIERS- Student Surveys

Communication courses have a unique role to play in the education of the adult or nontraditional student in a community college. Because these classes are often one of the introductory courses and academic success may, to a large extent depend on the ability to use oral communication skills in the classroom. Communication courses provide an opportunity to assess the needs of these students. A survey was made at a suburban community college in the students. A total of 68 students in four communication courses (three introductory courses and one small-group communication course) taught by four different instructors completed surveys. Results indicated that (1) approximately 60% of the sampling were nontraditional students, and 70% of those were nontraditional by virtue of their age; (2) services that were most needed include counseling and extended library and laboratory hours; (3) females rated high the gain in communication skills and their increase in confidence as a result of the communication course, while males ranked the skills of speech giving and "knowledge of communication"; and (4) females wanted more interpersonal practice and help with managing stage fright; males included the technical aspect of video taping. Findings suggest that the introductory course should be more concerned with experiential activities that build practical competence rather than studying theories of communication. Several unnumbered tables of data and the survey instrument are included. Contains 11 references. (RS)

ED 368 007 CS 508 517

Ilkka, Richard J.
Beyond Cookery and Cosmetic: Recommendations and Issues in Employment Interviewee Instruction.
PUB DATE- Nov 93
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; *Communication Skills; *Employment Interviews; Higher Education; Job Applicants; Literature Reviews; Nonverbal Communication; Resumes

ED 368 026 CS 508 537

Weiss, Robert O.
Speaking across the Curriculum as an Alternative Assessment Process.
PUB DATE- 18 Nov 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Evaluation Methods; Higher Education; *Speech Communication; *Student Evaluation; Undergraduate Students
IDENTIFIERS- *Alternative Assessment; Communication Competencies; DePauw University IN; *Speaking across the Curriculum

Speaking across the curriculum programs are a readily accessible venue for the assessment of oral communication competence and in some instances are already being used for such purposes. While so far the implementation of simple holistic judgments for quality assurance purposes has emerged as one practical procedure, further exploration should locate forms of evidence which may be addressed to individual, programmatic, institutional, or public constituencies. In practice, many institutions ask that a portion of the grade in a course be granted on the basis of oral performance. In others, the departments in which the courses are offered are required to certify that students have met appropriate standards. Faculty development workshops have an important function in familiarizing faculty from many disciplines with oral communication opportunities and standards in their classes, and no overwhelming evidence exists that faculty members should not be given the responsibility to make assessment judgments. Institutions should have some form of assessment and advising system to indicate for the student that some further instruction would be desirable and should provide adequate instructional opportunities for students to improve. DePauw University has many such opportunities in place. Merits of such alternative assessment procedures in across the curriculum programs include the natural setting and context, flexibility, and relative unobtrusiveness. Limitations include: the difficulty of standardizing assessment outcomes; putting the results of the assessment into productive pedagogical form; and the limited professional resources of expertise in oral communication. (Contains 12 references.) (RS)

ED 368 027 CS 508 540

Muir, Star A.
Visual Argument for Social Ends: "Captain Planet" and the Integration of Environmental Values.
PUB DATE- Nov 93
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)

ED 368 046 EA 025 667

Carnoy, Martin; Torres, Carlos
Educational Change and Structural Adjustment: A Case Study of Costa Rica. Working Document.
PUB DATE- Sep 92
NOTE- 88p.; A Case Study prepared for ILO-UNESCO Interagency Task Force "Austerity, Adjustment and Human Resources."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Conservatism; Developing Nations; *Economic Change; *Educational Finance; Elementary Secondary Education; Foreign Countries; *Government Role; Higher Education; *Policy Formation; *Political Influences; Public Education
IDENTIFIERS- *Costa Rica; International Monetary Fund; *World Bank

In the 1960s and 1970s, steady economic growth helped the Costa Rican government expand its education system rapidly. The 1979 oil shocks, the U.S. 1981-82 recession, and other factors ended this prosperity and exposed the fragility of Costa Rica's late 1970s debt-financed development. To restore economic growth, new economic policies were implemented, based on International Monetary Fund bridge loans and World Bank Structural Adjustment loans. Structural adjustment imposed certain conditions, including reduced government spending for social programs like education. Secondary education was sacrificed politically to keeping teacher salaries low, parent material contributions high, and university education subsidies high. As morale fell, scapegoating teachers became common. This study examines why the Costa Rican government made such education decisions during structural adjustment (1983-91) and explores how structural adjustment policies are being implemented in Costa Rica's educational setting. Clearly, the government's decision to reduce educational spending was influenced by IMF/World Bank pressures. Policies were less planned than reactive. Teacher organizations' reactions to salary reductions were understandable. The neo-conservative adjustment process negatively affected the shape and quality of Costa Rica's public education. Contains 130 references, 18 tables, and 7 figures. (MLH)

ED 368 047 EA 025 668

Stinnette, Lynn J.
Decentralization: Why, How, and toward What Ends? Special Policy Report, No. 1. Policy Briefs Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; *Curriculum Development; *Decentralization; Educational Improvement; Elementary Secondary Education; *School Based Management; *School District Reorganization; School Organization; School Restructuring

Administrators are looking at decentralization as a solution to

ED 368 066 EA 025 699

Beebe, Robert J.
Who's Liable? Accidents Involving Young Children.
PUB DATE- Apr 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accident Prevention; *Administrator Responsibility; *Court Litigation; Elementary Education; Laws; *Legal Responsibility; Risk; *School Safety; *Teacher Responsibility

Over the past few years both administrators and teachers have found themselves involved in an increasing number of law suits. When students are injured on school grounds, parents often place the blame of negligence on the teacher, so many teachers find themselves involved in lengthy court battles over the issue of liability. Teachers and principals in elementary schools are particularly at risk because young children are inexperienced at protecting themselves in risky situations. Negligence cases that teachers would most likely find themselves involved in usually ask one of four questions: (1) Did the teacher fulfill his/her duty to protect the student against unreasonable risk? (2) Did the teacher breach his/her duty of protecting the student? (3) Is there a causal connection between the teachers' breach of duty and the student's injury? and (4) Was significant harm inflicted on the student? Numerous examples of court cases where each of these questions is raised are examined. If a teacher is found guilty of negligence, three defenses can be used by the teacher to keep from being found liable for damages: (1) student assumption of risk; (2) student contribution to negligence; and (3) shared negligence between the teacher and the student. (KDP)

ED 368 067 EA 025 700

Anderson, Lowell D.
Total Quality Management (TQM) as the Procedure for Management of Integrated Academics.
PUB DATE- Dec 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Technology Education Division of the American Vocational Association (Nashville, TN, December 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Integrated Curriculum; *Management Development; Management Systems; *Quality Control; *School Restructuring; *Strategic Planning; Technology; *Total Quality Management

Total Quality Management (TQM) is a way of doing business that involves every employee, both labor and management, in an effort to improve quality and productivity. The quality management concept consists of common principles: (1) customer focus; (2) process focus; (3) failure prevention; (4) mobilization of work force; (5) decision making based on fact; and (6) feedback. Industries across the United States are effectively using TQM to improve quality and productivity in the workplace; the theories of TQM can be applied to schools. To apply TQM to education, the process of change must involve the total community. There are 10 characteristics of a well-

ED 368 086 EC 302 750

Audet, Danielle; Royer, Egide
Ecole et Comportement: Un Guide d'intervention au secondaire (School and Behavior: An Intervention Guide for the Secondary Level).
PUB DATE- Apr 93
NOTE- 88p.; For companion document, see EC 302 751.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Behavior Change; *Behavior Problems; *Classroom Techniques; Disability Identification; Identification; *Intervention; Secondary Education; *Student Evaluation; Teaching Methods
IDENTIFIERS- Quebec

This guide is designed to assist in providing appropriate educational services to secondary students who exhibit behavior problems. The guide discusses what is known about adolescence, as a basis for understanding secondary students. It examines methods of identifying students with behavior problems and proposes two courses of intervention based on a decision making and planning model. The two intervention approaches discussed include: (1) an Iowa model which follows five steps, from dealing with the behavior problem within the classroom or home, conducting prereferral intervention activities, determining that special services are needed, choosing the most appropriate service, and implementing and revising the selected interventions; and (2) a Quebec (Canada) model which defines priorities of student needs, determines intervention objectives and strategies, designates responsibilities among the educational team, coordinates the team's work, and establishes a calendar and an evaluation method. The guide describes specific types of intervention found to be effective (such as conflict resolution and behavior modification), emphasizes the importance of collaboration with other members of the educational team, and outlines the development of a service plan. A brief case study demonstrates use of the intervention approach. (Contains 58 references.) (JDD)

ED 368 087 EC 302 751

Audet, Danielle; And Others
Ecole et Comportement: Session de formation ou de perfectionnement sur l'intervention au secondaire (School and Behavior: Preservice or Inservice Training on Intervention at the Secondary Level).
PUB DATE- Apr 93
NOTE- 150p.; For companion document, see EC 302 750.
LANGUAGE- French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Problems; *Classroom Techniques; Foreign Countries; Inservice Teacher Education; *Intervention; Secondary Education; Student Evaluation; *Teacher Education; Teaching Methods; Workshops
IDENTIFIERS- Quebec

A 2-day training session on interventions for use with secondary students who have behavior problems is presented. The first

ED 368 106 EC 302 860

Schery, Teris; Spaw, Linda
Computer Talk: Helping Young Handicapped Children Communicate.
PUB DATE- 14 Dec 93
NOTE- 6p.; Paper presented at the Council for Exceptional Children, Division for Early Childhood Conference (San Diego, CA, December 14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; *Computer Assisted Instruction; *Developmental Disabilities; Educational Media; *Instructional Effectiveness; *Language Acquisition; Preschool Education; *Severe Disabilities; Toddlers; Vocabulary Development; Young Children

This paper reports the results of three investigations which examined the effects of computer-based language intervention with children who have severe handicaps. The first study looked at the vocabulary learning and use and growth in social communication of eight toddlers, comparing a computer-based approach with traditional intervention techniques. The computer treatment condition involved use of an Apple IIe microcomputer with a pressure-sensitive membrane keyboard, Echo II speech synthesizer, and software for developmentally delayed children called "Programs for Early Acquisition of Language". Results of the study indicated that the children made considerable growth in language regardless of the treatment condition received. A second investigation compared computer-based language intervention with a general language program that was part of the special education curriculum in self-contained classrooms for 52 developmentally delayed or multihandicapped children ages 3-12. This study revealed improved language scores when the computer-based training program was administered. The third study contrasted language progress when paraprofessionals (parent volunteers) trained toddlers with severe handicaps on an interactive computer-based language intervention program, with an equivalent period of training with a speech-language pathologist (SLP). Two subjects showed more growth when working with the paraprofessionals, while the other two showed more general language development when working with the SLP. (JDD)

ED 368 107 EC 302 861

Fahs, Mary Ellen; And Others
Comprehensive Early Intervention Program for High-Risk Infants, Toddlers and Their Families: Research Implications.
PUB DATE- 4 Dec 93
NOTE- 28p.; Paper presented at the Zero to Three Biennial National Training Institute (8th, Washington, DC, December 2-5, 1993). The Taconic Foundation provided support for this research.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; Child Development; *Cocaine; *Cognitive Development; Congenital Impairments; Crack; *Early Intervention; Family Environment; Family Programs; Infants; Neurological Impairments; Outcomes of Treatment; Parent Participation; Parents as Teachers; Pregnancy; *Prenatal Influences; Preschool Education; *Program Effectiveness;

ED 368 124 EC 302 879

Hoy, Thomas C.
A Comparison of Teaching Methods in Freshman Composition Classes for Learning Disabled Students at San Antonio College.
PUB DATE- Mar 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Computer Uses in Education; *Freshman Composition; Higher Education; *Instructional Effectiveness; *Learning Disabilities; Student Motivation; Teaching Methods; *Word Processing; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *San Antonio College TX

This study compared the grade equivalents of students with learning disabilities in English composition classes using traditional lecture and word processing formats, to determine which format would best accommodate these students at San Antonio College (Texas). Students in the word processing class were instructed on the use of the computer system and were allowed use of the microcomputers in the English lab as part of their regular class and as an open writing lab. The study concluded that using a word processing format may not be an advantage over a traditional class in terms of academic success. The study recommends that counselors and faculty advisors continue to use students' preference as a guideline for placing them in various freshman composition formats, and consider the effect of word processing as a motivator in making recommendations to students with learning disabilities. Appendices provide data supporting the study. (Contains 22 references.) (JDD)

ED 368 125 EC 302 880

Muse, Anita F.
The Differences of Self-Concept of the Labeled and Non-Labeled Student.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attribution Theory; Elementary Secondary Education; *Emotional Disturbances; Goal Orientation; *Labeling (of Persons); *Learning Disabilities; Locus of Control; *Mild Mental Retardation; Physical Attractiveness; *Self Concept; Self Esteem; Self Evaluation (Individuals)
IDENTIFIERS- Chicago Public Schools IL

This study sought to determine if there is a difference in the self-concept of students who are labeled or nonlabeled as having a disabling condition. Subjects in the study were 50 general education Chicago (Illinois) students (ages 12-15) and 50 special education students labeled as having learning disabilities, educable mental handicap, or social/emotional disturbance. Administration of the IMAGE Survey to the subjects revealed that, overall, there were no significant differences in self-concept, though 11 of the 27 survey statements did reveal self-concept differences between the two groups. The study concluded that: (1) special education students have a lower opinion of themselves in terms of personal appearance; (2) special education students often get discouraged before a

ED 368 143 EC 302 902

Banas, Norma
WISC-III Prescriptions: How To Work Creatively with Individual Learning Styles.
PUB DATE- 93
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Style; *Diagnostic Teaching; Individual Differences; *Intelligence Tests; *Learning Problems; *Mild Disabilities; Performance Tests; Profiles; Student Evaluation; Teaching Methods; Verbal Learning
IDENTIFIERS- Wechsler Adult Intelligence Scale (Revised); *Wechsler Intelligence Scale for Children III; *Wechsler Preschool Primary Scale of Intell (Rev)

This book is intended to assist in using the Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R) and the Wechsler Intelligence Scale for Children-Third Edition as tools for identifying a child's strengths and weaknesses for the purpose of improving academic and behavioral functioning. The first chapter focuses on using the scales to identify and work with individual learning styles. The following six chapters provide specific suggestions keyed to the Wechsler Scale for Children verbal and performance subtests: information and picture completion, comprehension and picture arrangement, arithmetic and block design, similarities and object assembly, digit span and coding, and symbol search and coding. Graphing Wechsler score patterns to visualize learning styles is the subject of the eighth chapter. The ninth and tenth chapters provide brief descriptions of the subtests of the WPPSI-R and the Wechsler Adult Intelligence Scale-Revised. The importance of verbal and visual matching in language learning is considered in the eleventh chapter. Chapter 12 looks at behavior and learning styles and Chapter 13 considers personality, learning style, and typology. The final chapter presents a mother's recounting of her son's atypical learning style. (Contains 32 references.) (DB)

ED 368 144 EC 302 905

Rowlison, Teresa A. C.; Merta, Aggie G.
World Geography Instruction to Gifted Minority Students Using Mnemonics versus Lecture: A Single-Subject Inquiry.
PUB DATE- 16 Oct 93
NOTE- 24p.; Paper presented at the Conference of the Rocky Mountain Education and Research Association (October 16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Elementary Education; Elementary School Students; *Geography; *Gifted; *Instructional Effectiveness; Learning Strategies; *Lecture Method; Memorization; *Minority Groups; *Mnemonics; Resource Room Programs

This study examined whether mnemonics or lecture was a more effective teaching technique in the instruction of world geography facts to eight gifted minority students (grades 2-5)

ED 368 164 FL 021 731

Kornblum, Helen; Garschick, Ellen
Directory of Professional Preparation Programs in TESOL in the United States, 1992-1994.
PUB DATE- 92
NOTE- 252p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Standards; Bachelors Degrees; Doctoral Programs; *English (Second Language); Higher Education; *Language Teachers; Masters Programs; National Surveys; *State Standards; *Teacher Certification; *Teacher Education Programs

The ninth edition of this directory provides basic information about college and university programs in the United States leading to a degree or certificate in the teaching of English to speakers of other languages (TESOL). The directory lists 171 institutions that offer 304 programs leading to a doctorate, 178 to a master's degree, 29 to a bachelor's degree, 42 to a certificate, 11 to an undergraduate minor, and 11 to state endorsement or validation. It includes brief descriptions of the programs offering degrees and certificates in the field of TESOL as well as the state certification requirements for teaching English to speakers of other languages (ESOL) in 47 states. Programs are grouped by degree level. Also included are TESOL's statement of core standards for languages and professional preparation programs, guidelines for the certification of teachers of English to speakers of other languages in the United States, and a geographical index of institutions granting degrees and certificates. Information was compiled from questionnaires sent to the institutions. (Author/MSE)

ED 368 165 FL 021 776

Slick, Sam L., Ed.; Klein, Richard B., Ed.
Managing the Foreign Language Department: A Chairperson's Primer.
PUB DATE- 93
NOTE- 309p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010),Collected Works - General (020)
DESCRIPTORS- Administrator Attitudes; Administrator Guides; Administrator Responsibility; *Administrator Role; College Presidents; *College Second Language Programs; *Department Heads; Higher Education; Liberal Arts; *Program Administration; *Second Languages

A collection of 31 articles addresses issues in college language department administration, focusing on the role and responsibilities of the department head. The following articles are included: "View from the Top: What a Liberal Arts College President Expects from a Language Department" (Schmidt); "View from the Top: What a Liberal Arts Dean Expects from a Language Department" (Allan); "View from the Top: What a Graduate School Dean Expects from a Language Department" (Reedy); "Raison d'etre: Foreign Languages and the Liberal Arts Today" (Sachs); "Administering Graduate Programs" (Schulman); "Recruiting and Hiring Faculty" (Mullen); "Evaluating Faculty" (Eustis); "Motivating Faculty Performance and Encouraging Scholarship"

ED 368 184 FL 021 940

Steinhausen, Paul
From General English to ESP: Bridging the Gap.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Southeast Asian Ministers of Education Organization Regional Language Center Seminar (28th, Singapore, April 19-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *Educational Needs; *English (Second Language); *English for Special Purposes; Foreign Countries; High Schools; Intercultural Communication; *Language Attitudes; Sociocultural Patterns
IDENTIFIERS- *Brunei

Discussion of the teaching of English for special purposes (ESP) challenges two assumptions: that ESP (1) is for adults; and (2) should be taught after students have mastered a core of general English skills. Further, it is proposed that it may be more appropriate to teach ESP in upper secondary education. The paper draws on teaching experience in a Malay-medium Brunei secondary school, where students of English as a Second Language (ESL) were not well motivated and did not learn English well until taught English for specific purposes (ESP), (in this case, academic), which emphasized study skills. An overview is given of the current education system in Brunei, and sociocultural factors in Brunei society that do not support the learning of general ESL, including minimal inter-ethnic use of English, small degree of extra-cultural contact, fear of Western cultural encroachment, and attitudes that are not always favorable. It is argued that in this context, motivation to learn English must be derived from the language content taught. A survey of secondary students indicates that they have clear perceptions of their language needs, for academic English skills. Integration of EAP with secondary school content area instruction is recommended, with general English taught in postsecondary education. (Contains 20 references.) (MSE)

ED 368 185 FL 021 941

Malcolm, Ian G.
Languages for Specific Purposes and Degree Studies: Are They Compatible?
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Southeast Asian Ministers of Education Organization Regional Language Center Seminar (28th, Singapore, April 19-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Credits; *College Second Language Programs; Cultural Education; Developmental Studies Programs; Educational Objectives; *Educational Policy; *English for Academic Purposes; Foreign Countries; Higher Education; Immersion Programs; *Languages for Special Purposes; *Majors (Students); Mandarin Chinese; Program Descriptions; School Policy
IDENTIFIERS- Australia; *Edith Cowan University (Australia)

ED 368 205 FL 021 992

Chebanne, Andy M.
The Setswana i(n) Verbal Prefix.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Conference on African Languages (23rd, East Lansing, MI, March 26-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bantu Languages; Foreign Countries; *Morphemes; *Morphology (Languages); *Prefixes (Grammar); *Semantics; Structural Analysis (Linguistics); Structural Grammar; *Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Setswana

The Setswana language possesses a verbal prefix that, according to some grammarians of the language such as D. T. Cole, is categorized as the reflexive prefix, closely allied to objectival concords. If the morphology suggests that this morpheme be characterized as a reflexive object prefix, it does not always give expected results in its semantic and syntactic role. The notion of reflexive object signifies that the referent of the subject term of the transitive verbal form cumulates the two roles normally devolving to two distinct participants respectively represented by the subject and the object. (MDM)

ED 368 206 FL 021 995

Lavadenz, Magaly C.
The Role of Paraprofessionals in the Instruction of Limited English Proficient Students.
PUB DATE- 8 Feb 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Teachers; Case Studies; Classroom Techniques; Comparative Analysis; Elementary Education; Elementary Secondary Education; Ethnic Groups; Ethnography; *Limited English Speaking; Monolingualism; Occupational Aspiration; Second Language Instruction; Student Needs; Surveys; *Teacher Aides; *Teacher Attitudes; *Teacher Characteristics; *Teacher Motivation; *Teacher Role

A small-scale ethnographic study investigated: (1) the instructional role of the paraprofessional/teacher aide in dealing with the educational needs of limited-English-proficient (LEP) students; (2) to what extent the paraprofessional is aware of those needs; (3) whether ethnic or linguistic differences between paraprofessionals yield distinctive instructional strategies; and (4) the career goals of these individuals. The study was conducted over the course of three months in a suburban school district with a high proportion of LEP students. Twenty-two monolingual and bilingual teacher aides at 6 elementary schools responded to a survey concerning personal information (gender, ethnic and language background), education, working conditions, and instructional activities. Of the three case studies conducted, one was of a monolingual and two of bilingual teacher aides. Results suggest some ethnic differences among paraprofessionals in educational background, job satisfaction, perceptions of the

ED 368 226 HE 027 121

On-Campus Enrollment and Geographic Origins in Arkansas Higher Education. Fall 1989.
PUB DATE- Jun 90
NOTE- 150p.; For 1988, 1990-1991 reports, see HE 027 120-123.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; *College Students; College Transfer Students; *Enrollment; Enrollment Trends; *Foreign Students; Full Time Students; Graduate Students; *Higher Education; *In State Students; *Out of State Students; Part Time Students; Place of Residence; Private Colleges; Public Colleges; School Demography; Tables (Data); Two Year Colleges
IDENTIFIERS- *Arkansas

This document reports data on on-campus enrollment and student geographic origins in Arkansas higher education for Fall 1989 in 12 figures and 25 tables. Part I treats on-campus enrollment by institution (at public four-year colleges, public two-year institutions, and all independent institutions), student level (data for Fall 1980 through 1989), student demographic factors (Fall 1980-1989, full- or part-time status, sex, and age) and by enrollment at public institutions by level and residency. An appendix to Part I contains 14 tables showing enrollment trends and student demographic factors by institution. Part II presents statistics on geographic and institutional origins of Arkansas college students, Fall 1989, including first-time-entering undergraduate students (data for Fall 1985 through Fall 1989), geographic origins of undergraduate students, entering undergraduate transfer students, and institutional origins of graduate and first professional students. An appendix to Part II contains tables on geographic origins of Arkansas college students by institution. Another appendix lists institutional names and abbreviations. (JB)

ED 368 227 HE 027 122

On-Campus Enrollment and Geographic Origins in Arkansas Higher Education, Fall 1990.
PUB DATE- Oct 91
NOTE- 148p.; For 1988-89, 1991 reports, see HE 027 121-123.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; *College Students; College Transfer Students; *Enrollment; Enrollment Trends; Ethnicity; *Foreign Students; Full Time Students; Graduate Students; *Higher Education; *In State Students; *Out of State Students; Part Time Students; Private Colleges; Public Colleges; School Demography; Tables (Data); Two Year Colleges
IDENTIFIERS- *Arkansas

This document reports data on on-campus enrollment and student geographic origins in Arkansas higher education for Fall 1990 in 12 figures and 25 tables. Part I treats on-campus enrollment by institution (at public four-year colleges, public two-year institutions, and all independent institutions), student level (data for Fall 1986 through 1990), student demographic factors (Fall 1986-1990, full- or part-time status, sex, age, and ethnicity) and by enrollment at public institutions by level and residency. An appendix to Part I contains 14 tables showing enrollment trends and student demographic factors by institution. Part II presents statistics on geographic and where to get resources). Trainees also rated statements describing high quality behaviors in SACC programs. Scores from the pretest were used to design a 15-item Guttman Scale that demonstrated participants' level of knowledge about desirable behaviors. The Guttman Scale will help trainers identify specific curriculum topics for future staff training. Ninety days following the training, 40 percent of the participants were mailed a follow-up questionnaire in the hope of receiving at least 48 (25 percent) completed and usable questionnaires in return. (In actuality, 58 usable questionnaires were received, for a 27 percent response rate). More than half the respondents reported having used some of the training materials with their staff members immediately after the training and the remainder said they planned to use the materials in future staff training. Three-quarters of the participants reported planning at least some staff training annually, a significant increase from pretraining levels. As a result of the workshops, participants reported a variety of planned changes in their programs. The trainees' major complaint was that the training workshops should have been scheduled in the fall instead of in the spring. (Author/KC)

ED 367 769   CE 064 260

Carr, Clay
Smart Training: The Manager's Guide to Training for Improved Performance.
PUB DATE- 92
NOTE- 273p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Competence; *Corporate Education; Cost Effectiveness; Industrial Training; *Job Skills; Models; *On the Job Training; Skill Development; *Training Methods; Training Objectives
IDENTIFIERS- *Learning Organizations

This book describes and advocates "smart training," an approach to on-the-job training that helps employees gain competence and empowers them to act to satisfy customers. The book is organized in 16 chapters grouped into 4 parts. Part 1 outlines the basics of smart training, including its performance base, the need for initial analysis, and the process that trainers go through to create training. Part 2 looks at competence and mastery; it includes chapters on competence, mastery, goal training, core competence, and how competence is used. Part 3 suggests how to pick the most cost-effective training for a firm's needs. It examines the following: principles of economical training; high-tech training methods such as video, computer-based training, and multimedia; just-in-time training, and intelligent job aids and other methods of effective training. The final part relates the first three parts to the idea of the learning organization, describing the important characteristics of a learning organization and how smart training can help a firm develop these characteristics. It also recaps the major ideas of the book and takes a final look at strategic and tactical learning. Throughout the book, examples from major companies are used. The book contains a guide to media and methods that summarizes the advantages and disadvantages of all the major training methods, and a bibliography listing 93 books and articles. (KC) career choices. In addition, 581 parents completed mailed questionnaires and 100 more responded to a telephone questionnaire. Statistical methods were used to compare the responses of the Mexican American students and their parents. The Mexican American students perceived their parents as having greater influence in occupational and educational decisions than did the non-Mexican American students. Paying for college was a major concern of Mexican American parents and students alike. Nearly two-thirds of the parents responding to the mail questionnaire reported annual incomes below $20,000. Frequently, the 8th- and 12th-grade students expected their parents to pay for their college education, and most were either unaware of the possibility of financial aid or did not consider it a viable source of funds for college. Among the community college students, availability of financial aid was the biggest factor in choosing a four-year college. Females valued education and their parents' opinions more than males did. (MN)

ED 367 787 CE 065 756

Edling, Walter
Contextual Learning and Tech Prep Curriculum Integration.
PUB DATE- 2 Dec 93
NOTE- 31p.; Paper presented at the Annual Meeting of the American Vocational Association (Nashville, TN, December 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; *Context Effect; *Curriculum Development; Educational Change; High Schools; *Integrated Curriculum; Models; Postsecondary Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Contextualized Learning Environments; *Tech Prep

Because tech prep has the twin goals of preparing students for entry into postsecondary/continuing education or the work force after high school, tech prep programs require significant modification of conventional curricula and teaching methodologies. Both research and experience have demonstrated that the ability to transfer learning from one situation to another must be learned and that such learning is most effective when students are highly motivated, active participants rather than passive recipients of information and are taught within a contextualized environment. As a strategy for improving the learning environment, integration has three dimensions. The horizontal dimension involves multiple linkages among areas of the curriculum that are currently considered specific disciplines, the vertical dimension involves not only direct links among the different levels of education but also reconsideration of the sequencing of content in given areas of study, and the third dimension involves connecting new knowledge with work and life experience. This third dimension of integration is the basis of applied academics. Two curriculum models based on the three-dimensions of integration are the curriculum clusters model and the value-centered curriculum model. Each may be adapted to tech prep programs. (Contains 17 figures.) (MN)

ED 367 788 CE 065 776

Franklin, Douglas R.
The Skills and Training Needed by Farm Management Researchers in the Future: Discussion. Economics Staff Paper 93-4.

groups in the general population. The study also investigated the geographic mobility of vocational graduates since 1979. Results showed predominantly higher incomes for vocational graduates than for the general population. The result varied by vocational program, but the ratios were higher than 1 for the 1979 graduates in all programs. The income advantage ranged from 5 to 85 percent for graduates of secondary programs and from 12 to 68 percent for graduates of associate programs. (An executive summary and 51 tables and diagrams are provided.) (YLB)

ED 367 807 CE 065 837

Computer Technology Resources for Literacy Projects.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Annotated Bibliographies; Computer Assisted Instruction; Computers; Computer Software; *Computer Uses in Education; *Courseware; Educational Needs; Educational Practices; Educational Technology; Equipment Evaluation; Evaluation Criteria; Information Sources; *Instructional Material Evaluation; *Literacy Education; Needs Assessment; *Older Adults; Records (Forms); Resource Materials
IDENTIFIERS- 353 Project

This resource booklet was prepared to assist literacy projects and community adult education programs in determining the technology they need to serve more older persons. Section 1 contains the following reprinted articles: "The Human Touch in the Computer Age: Seniors Learn Computer Skills from Schoolkids" (Suzanne Kashuba); "Computer Instruction for Older Adults" (Mars Furlong, Greg Kearsley); and "Adult Literacy, Technology, and the Future" Terilyn C. Turner). Included in section 2 are the following: lists of curriculum, reading instruction, and technical considerations entailed in evaluating software for use in adult literacy programs; sample evaluation forms; information about California's Outreach and Technical Assistance Network; and sources of special needs information regarding Apple and IBM computers and Literacy Volunteers of America and Laubach Way to Reading software. Section 3 has these contents: information on the applications of computer-aided instruction in adult education and literacy programs along with the names/addresses of contact persons for five related programs, a description of the Adult Education and Literacy Clearinghouse's "Bibliography of Resource Materials," and an annotated listing of 11 sources of further information on computer technology resources for literacy projects. (MN)

ED 367 808 CE 065 838

Literacy and Aging--Making the Connection (A Resource List).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

authorized services for the 9 programs that targeted the economically disadvantaged; examining whether these programs had similar goals and structures for delivering services; and identifying the administrative costs. The nine programs were as follows: Job Training Partnership Act (Adult, State Education, and Incentive Grants programs), Job Opportunities and Basic Skills Program, Food Stamp Employment and Training, Vocational Education, Employment Opportunity Centers, Student Literacy and Mentoring Corps, and Family Self-Sufficiency Program. Many federal employment training programs targeted the same populations; the overlap ranged from a low of 4 to a high of 18 programs. Individually, each employment training program generally had a well-intended purpose; collectively, they created the potential for duplication of effort, raising questions concerning the administrative costs associated with the multitude of federal, state, and local agencies involved in their operation. Analysis of the nine programs that targeted the economically disadvantaged showed they had similar goals, often served the same categories of people, and provided many of the same services using separate, yet parallel, delivery structures. The overlap could add unnecessary administrative costs at each level of government. (Appendixes include federal employment and training programs proposed funding levels by agency, comparison of authorized employment training services by five main areas for the nine programs, and descriptions of the programs.) (YLB)

ED 367 827 CE 065 882

Spalter-Roth, Roberta; And Others
What Do Unions Do for Women?
SPONS. AGENCY- Women's Bureau (DOL), Washington, D.C.
PUB DATE- 21 Jan 94
NOTE- 79p.; Paper presented at the conference, "Labor Law Reform: The Forecast for Working Women" (Washington, DC, January 21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adults; *Employed Women; Individual Characteristics; *Salary Wage Differentials; *Tenure; *Union Members; *Unions; Vocational Education; *Wages

A study used data for the 1987 calendar year from the 1986 and 1987 panels of the Survey of Income and Program Participation (SIPP) to examine the impact of union membership on women's wages and job tenure. The data set included 17,200 sample members, representing about 79 million workers, aged 16-64. The study mapped the distribution of union women and men workers across the economy in terms of occupation, industry, and size of firm and by education level. This map illustrated the changing face of unions as women become a higher proportion of their membership and reflected the changes in union membership from blue-collar to white-collar occupations, from manufacturing to professional specialty industries, and from high school to college graduates. Findings helped explain the increase in union membership among higher wage women workers between 1984-87 and suggested union membership was increasingly characterized by a new diversity. Statistical regression techniques were used to estimate the importance of union membership, relative to other factors, in increasing hourly wages for women. Unions increased women's wages by 12 percent; for union members, unions decreased the wage gap between men and women from 32 to 25 percent; and unions appeared to main component for articulation activities in the event that students completing the course decide to pursue additional training or education. The course incorporates reading, writing, composition, speaking, keyboarding, calculating, proofreading, and microcomputer skills into units of study on the following topics: accounting, business communications, business law, business math, career awareness, entrepreneurship, general business, human relations, job search skills, keyboarding, marketing, microcomputer applications, salesmanship, and abbreviated writing (notetaking). The course is designed to be contemporary and relevant and to provide basic information about careers, the economy and factors affecting it, educational opportunities, and training in industry. Included in each unit are some or all of the following: one or more tasks along with lists of related performance objectives, source materials, suggested activities, and enabling objectives; learning activities to accomplish each of the objectives; suggested evaluation methods; instructional text; suggested teaching strategies; unit suggestions; and a list of optional resource materials. (MN)

ED 367 845 CE 065 909

Gardner, Daniel L.
Florida's Adult Education Programs: Challenges and Accomplishments. A Report for Fiscal Year 1991 and Fiscal Year 1992.
PUB DATE- 93
NOTE- 55p.; For an earlier report, see ED 339 878.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Education; Adult Literacy; Adult Programs; Annual Reports; At Risk Persons; Career Development; Citizen Participation; Correctional Education; Cultural Pluralism; Disabilities; Diversity (Institutional); *Educational Needs; *Educational Objectives; Educational Quality; Employment Level; Financial Support; High School Equivalency Programs; Institutionalized Persons; Limited English Speaking; Literacy Education; Minority Groups; Program Costs; *Program Effectiveness; *Program Implementation; Secondary Education; Special Needs Students; *State Programs; Two Year Colleges; Youth Programs
IDENTIFIERS- *Florida; Workplace Literacy

These two reports outline accomplishments and challenges faced by Florida's AE program in FY91 and FY92 in the following areas: adult literacy, social participation, career development, special needs of the AE program's diverse identified target groups, high school completion, General Educational Development, workplace literacy, networking, employment status, program locations, diverse service providers, availability of classes, and high-quality instruction. The accomplishments and challenges may be described as follows: (1) the specific needs of Florida's adult education (AE) program stem from its population growth, lower-than-desired educational attainment among many Florida adults, immigration, economic development, and social change; (2) during both fiscal years 1991 and 1992, Florida's AE programs targeted adults in one or more of the following categories--illiterate, undereducated, institutionalized/incarcerated, homeless, handicapped, minority group members, limited English proficient, and older; (3) AE programs also served adults in the workplace, at-risk youth over the age of 16 years, and parents/families needing literacy children from disadvantaged home settings, and teen parents. A curriculum to teach parents how to read to/with their children effectively was developed by the project director and presented at four workshops. Among the workshop activities were a model story hour program, training in reading aloud, and information on using the library. An instructional guide was developed to enable continuation of the Read with Me curriculum in the local community education program. Questionnaires administered to workshop participants before and after each workshop confirmed the workshops' effectiveness in meeting their stated goals. The Read with Me program will be incorporated into the local ABE program. (Attached to this project report is the instructional guide developed for workshops on reasons for reading aloud, reading activities for parents and children, the best books to read to children, and using the library. Appended and the pre- and postworkshop questionnaires, and workshop handouts. Contains 69 references.) (MN)

ED 367 864 CE 065 942

Model for Implementing Technology in the ABE Curriculum. 353 Special Demonstration Project. Final Report.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Adult Extended Learning Services.
PUB DATE- Jan 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Educators; *Basic Skills; *Computer Assisted Instruction; *Curriculum Development; Demonstration Programs; *Educational Technology; *Inservice Teacher Education; Models; Program Implementation
IDENTIFIERS- 353 Project

The Computer Assisted Basic Skills project was conducted during the 1991-92 academic year in the Grand Rapids Public Schools in Michigan to develop a model that would provide adult educators with a framework for developing and/or redesigning a computer-assisted instructional (CAI) program for basic skills instruction. Existing models and model components for designing and implementing basic skills CAI programs were identified and reviewed to determine their appropriateness to adult basic education. Five components (curriculum, software, hardware, procedures, and trained staff) were selected as the foundation of a model for implementing CAI curricula. The model components were field tested, refined, and organized into a package for use by adult educators. A training package was designed to assist users in implementing the model. Formative and summative evaluations established that the project staff were successful in producing a curriculum-driven model that is suitable for duplication and/or expansion to design inservice training in basic skills CAI for other adult education staff. (Appended are the model for implementing basic skills CAI and statements of the purpose and responsibilities of the community education computer planning committee.) (MN)

ED 367 865 CE 065 946

Project Re-Entry.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English

special educators to emphasize employability skills, vocational training, and transition services in their secondary special education programs. These objectives were accomplished through onsite training of 80 vocational and special teacher educators in 6 regional workshops across the United States and the development of a training manual titled "Serving Students with Disabilities: A Vocational and Special Education Curricula for Infusion." The manual contained instructor notes, handouts, and transparencies for 23 objectives that could be infused into inservice or preservice teacher training programs. Recommendations were made to assist the U.S. Office of Special Education Programs in determining priorities for future initiatives. (Appendixes have the following contents: 33 references; sample workshop agenda, revised course syllabi, and recruitment materials for workshop participants; workshop and product evaluations; and follow-up survey.) (YLB)

ED 367 884 CE 065 996

Szudy, Elizabeth; Arroyo, Michele Gonzalez
The Right to Understand: Linking Literacy to Health and Safety Training.
SPONS. AGENCY- National Inst. of Environmental Health Sciences (NIH), Washington, DC.
PUB DATE- 94
NOTE- 202p.; Supported by the California Arizona Consortium.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Health Education; *Literacy Education; *Material Development; Media Selection; Needs Assessment; *Occupational Safety and Health; *Program Development; Readability; *Safety Education; Testing

This manual introduces health and safety trainers to the experiences and training needs of workers with limited literacy skills and provides tools and practical tips for developing materials and programs with literacy in mind. Chapter 2 introduces literacy issues through the stories of six workers and links literacy issues with health and safety concerns. Chapter 3 discusses how to link literacy to needs assessment and how to use results to improve materials and training. Chapter 4 describes how to write materials that are easy to read, visually appealing, and use illustrations to help explain the text. Chapter 5 covers using a checklist to evaluate materials, readability formulas, and focus groups to field test materials. Chapter 6 addresses adapting training methods to reach participants with a range of literacy skills. It presents sample activities for nine different participatory training methods, discuses their advantages and disadvantages, and offers tips for using them with literacy in mind. Chapter 7 presents reasons for testing participants' health and safety knowledge and skill level, offers tips for developing a skills assessment, and provides skills assessment models that involve minimal reading and writing. Chapter 8 discusses experimenting with innovative ways to make health and safety information more accessible to workers, advocating for change, and promoting and participating in literacy programs. Resources appear at the end of each chapter. Contains 54 references. (YLB)

ED 367 885 CE 065 997

Whichard, Judith A.; Cobb, R. Brian

*Teaching Methods

A project was conducted to help adult educators in graduate education courses to examine their notions of adult learning, to be lifelong learners, and to engage in self-directed learning. The course was conducted in small self-formed learning groups, and 19 adult learners were observed from various perspectives: through a survey measuring the adult students' awareness of adult learning characteristics, through open-ended surveys, and through observations of the students' interactions with each other and their reflections on their own learning. The study found that the adult students had little knowledge of any of the four dimensions of adult learning. Many students were apprehensive about group work but actually found it helpful and meaningful. At the end of the class, all students produced a school personnel manual (the object of the course). The most successful students had fully integrated their learning and produced a manual that was useful to them and that reflected their beliefs. They also asserted that they had learned a surprisingly large amount from their classmates and the group work--and that experience would be reflected in their future work. (The open-ended survey and a follow-up interview are included in the report. Contains 42 references.) (KC)

ED 367 906 CE 066 142

Thigpen, Carolyn; Henderson, Alberta
Career Guidance and the Adolescent.
PUB DATE- Nov 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Career Awareness; *Career Choice; Career Exploration; *Career Guidance; Educational Needs; *Education Work Relationship; *High Risk Students; Junior High Schools; Occupational Aspiration; *School Guidance; Self Esteem; *Self Evaluation (Individuals)
IDENTIFIERS- Holland Self Directed Search; Myers Briggs Type Indicator

The career guidance component of the Mississippi State University/West Point Enrichment Project involved three sessions: self-inventory, career exploration, and personal development guidance counseling. The career guidance component was developed to provide at-risk adolescents with the experience of career exploration and information about themselves and the world of work as it relates to education and life. Two instruments were used to assess individual interests and personality traits: the Holland Self-Directed Search, and the Myers-Briggs Type Indicator. Career exploration was facilitated through use of the computer program Choices by Careerware. The personal development guidance counseling components consisted of 3 individual 20-minute sessions handled by 16 graduate students who acted as counselors for at least 3 students each. The career guidance component served as a builder of self-esteem and an awareness of relationship to others. It also illustrated the student's part in the picture of life and the world of work. Many students realized how varied their interests were. Most important, students saw the relationship of education to salary and jobs through their investigations. They also realized that their likes, interests,

NOTE- 94p.; Published annually, for 1990-91 and 1992-93, see CG 025 297 and CG 025 299.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Counseling Effectiveness; *Counselor Attitudes; Counselor Client Relationship; Counselor Qualifications; *Counselors; Cultural Pluralism; Disability Discrimination; *School Counselors; School Guidance; Sex Stereotypes
IDENTIFIERS- Americans with Disabilities Act 1990

Along with messages from the editor and CACD's president, this issue offers: (1) "Discrimination, Disability, and Cultural Considerations: Implications for Counselors (Brodwin, Hong and Soriano); (2) "New Majority Student Ratings of Counselor Utilization and Efficacy" (Aros and Harper); (3) School Counselors: An Endangered Species?" (Carlson); (4) "Effects of Exposure to Nontraditional Models on Third Grade Students' Career Aspirations and Sex-typing" (Trice); (5) "The Private Practice of Licensed Professional Counselors" (Snow and Dickman). The 25th anniversary special feature section includes: (1) "The Development of CACD: 25 Years of Activity and Accomplishment" (CACD Presidents); "An Interview with Dick Hoover on the Occasion of the 25th Anniversary of the California Association for Counseling and Development" (Olson); "CACD Celebrates 25 Years" (Wickwire). The "Features" section offers: (1) "Intake as Process" (Faiver); (2) "How to Be a Good Psychotherapy Patient" (Levy). Bibliographies are included. (BF)

ED 367 927 CG 025 299

CACD Journal, Volume 13, 1992-93.
PUB DATE- 93
NOTE- 70p.; Published annually, for 1990-91 and 1991-92, see CG 025 297-298.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acculturation; Asian Americans; Career Choice; Career Counseling; Counseling Techniques; Counseling Theories; Counselor Client Relationship; *Counselors; Counselor Training; *School Counselors; Student College Relationship
IDENTIFIERS- Americans with Disabilities Act 1990; Sex Offenders; Spinal Cord Injuries

Along with messages from the editor and CACD's president, this issue offers: (1) "Counselors in Therapy: Who Heals the Healer?" (Priest); (2) "Early Intervention to Facilitate Employment of Persons with Spinal Cord Injury" (Orange, Brodwin and Johnson); (3) "Cultural Constraints and Career Choices of Asian-American Students: A Workshop Series" (Cheng); (4) "Survival of the School Counselor: A Workshop" (Gill-Wigal and Martinek); (5) "The Longitudinal Relationship of Congruency Between Initial and Final Selection of Major, Persistence, and Graduation of College Students" (Patrick, Niles, Margetiak, Cunning); (6) "Course Characteristics of CACREP Community Counseling Entry-Level Core Areas" (Cowger). The "Features" section includes: (1) "Embracing the Buddha: Reflections on the Emergence of Eclecticism" (Webb); (2) "Using the Mental Status Exam in Counseling" (Austin, Partridge and Bitner); (3) "Three Kinds of Patients Who Need Confrontation, With Emphasis on Sex Offenders" (Eisenman); (4) "New Look in Counseling and Guidance for the '70s and the Twenty-First Century: A Background Paper" (Rickman and Mitchell); (5) "Touch Someone" (Teal). Bibliographies are included. (BF) begin to learn how to read. Subjects, 395 parents with children in first through fourth grades, responded to a survey about their read aloud sessions with their children. Results indicated that as children began to learn how to read, parents began to diminish the amount of time spent reading aloud to their children. This evidence was seen as early as first grade. The hypothesis that parents no longer read to their children because of busy schedules and lack of time was rejected--most responses claimed that the child began to read on his/her own and no longer needed the parent to read for them. (Thirty-nine references, the survey instrument, and an appendix of data are attached.) (Author/RS)

ED 367 948 CS 011 625

King, James R.
Is It Crossteaching? Gay Men, Feminist Theory, and Teaching.
PUB DATE- Dec 93
NOTE- 31p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Feminism; Higher Education; Homosexuality; Literacy; *Oral History; Student Attitudes; *Student Reaction; *Teacher Education; Teacher Student Relationship
IDENTIFIERS- *Feminist Pedagogy; Researcher Subject Relationship

As a male professing feminism to his female elementary education students, an education professor faced problems, philosophically and pragmatically, as he and his students contested feminist theory and pedagogies in class. During the summer of 1986, 62 of his students conducted oral histories of retired or veteran teachers of literacy in the elementary grades. In retrospect, the professor is embarrassed by his patriarchal tone and his ready use of the teachers' oppressed work roles as a potentially desirable state. The construction of the teachers as heroes/heroines now seems a problematic rhetorical solution. Without acknowledging the oppression that they faced daily, the teachers who were interviewed and those who wrote about them, participated in the production of the patriarchy. After completing the oral history workshop but before recognizing how little he had critically analyzed the project, the professor saw himself as a feminist teacher and began organizing his courses as such. However, his students in an advanced graduate seminar refused to engage in feminist dialectical exchanges, one of a series of contentious courses that the professor offered. Even with "feminist intent," his patriarchal and occasionally sexist stances toward his students' work was not deconstructed or even named as an overt part of the workshop. As a male feminist, he can study and learn from feminism as an outsider. As a gay man attempting feminist informed teaching and knowing, the professor faces an additional layer of problems, as well as extra promise. (Contains 46 references.) (RS)

ED 367 949 CS 011 626

Croft, Cedric; Boyd, Sally
Evaluation of a Remedial Spelling Programme for the Failing Standard Four Speller.
PUB DATE- Nov 93

teachers and activists, poverty activists, and a broad range of social service providers with low-income clients were interviewed. Results indicated that: (1) the circumstances that created people's poverty were much the same as those preventing them from acquiring an education; (2) people growing up poor had to deal with poor nutrition, inadequate housing, health problems, stress, insecurity, subtle or overt discrimination, and difficulty in maintaining dignity and self-esteem; (3) children with disabilities, native children, and children of racial minorities confronted additional barriers; (4) school systems were not equipped to deal with these problems; (5) people with low literacy skills became trapped in insecure, low-wage work or income assistance; and (6) enrolling in literacy programs usually did not mean an end to poverty. Recommendations include: literacy policy should not be developed in isolation from other relevant policy areas and should be developed in consultation with the people affected; and a broad range of literacy training options need to be developed to meet clients' diverse needs and circumstances. (Contains 239 references; a 74-item annotated bibliography on literacy and poverty, a detailed description of methodology, and lists of people and organizations consulted or interviewed are attached.) (RS)

ED 367 967 CS 011 645

Trelease, Jim, Ed.
Hey! Listen to This: Stories To Read Aloud.
PUB DATE- 92
NOTE- 427p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Childrens Literature; Elementary Education; Folk Culture; Literature Appreciation; *Reading Aloud to Others; Recreational Reading; Story Telling
IDENTIFIERS- Reading Uses

This book brings together 48 read-aloud stories that parents and teachers can share with children ages 5 through 9. Each story in the book has its own introduction and suggestions for further reading. Sections of the book are: Tell Me a Story!; Tales from Long Ago; School Days; Food for Thought; Families; Folk and Fairy Tales; Animal Tales; Gigantic Creatures; Fantasy Lands; Children of Courage; Orphans of the Storm; and Classic Tales. Appendixes list outstanding anthologies for children and audiocassette production companies. (RS)

ED 367 968 CS 011 646

Trelease, Jim, Ed.
Read All About It! Great Read-Aloud Stories, Poems, & Newspaper Pieces for Preteens and Teens.
PUB DATE- 93
NOTE- 502p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Adolescent Literature; Adolescents; Fiction; Folk Culture; Literature Appreciation; Nonfiction; Poetry; *Reading Aloud to Others; Recreational Reading; Secondary Education; Story Telling
IDENTIFIERS- Reading Uses

Representing many different cultures, genres, writing styles, and interests, the 50 excerpts (from newspapers, magazines, and

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Students; *Content Area Writing; Discourse Analysis; Higher Education; *Student Evaluation; *Writing Achievement; Writing Evaluation; Writing Processes; Writing Research
IDENTIFIERS- Academic Discourse; Text Adaptation

A study examined how college students wrote a critique of a sociology article; which features of written critiques were valued most by professors in the discipline; and whether students' educational level and status predicted the quality of their critiques. Subjects, 32 students enrolled in an upper-level sociology course, read and responded by criticizing an assigned text in preparation for a classroom discussion. Written critiques were analyzed for the manner in which topics, comments, and support were configured and arranged. The critiques were also assessed for the types of evaluative commentary students made about topics, and for the textual transformations made when writing from the source article. A subset of five case study students completed additional tasks. Results indicated (1) overall, students' written critiques generally were well-organized; (2) students who selected fewer topics in their critiques developed the thematic chains in which the topics were embedded; (3) students were told to limit their critiques to two pages, which may have influenced their decisions to provide detail; (4) critiques that received the highest quality ratings provided predominantly negative commentary on the source article and backed it up with disciplinary sources of support; and (5) students who received the lowest quality ratings provided a summary of main points and personal sources of support. (Eight tables, two figures of data, a sample of classroom discourse, questionnaires, instructions for the reading-writing log, consent forms, a student critique, and instructions for rating critiques are attached. Contains 160 references. (RS)

ED 367 988 CS 214 260

Smith, Carl B.; Reade, Eugene W.
Word History: A Resource Book for the Teacher.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 186p.; For a companion volume, see ED 327 856.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; Class Activities; *English; *English Instruction; *Etymology; Secondary Education; Study Guides; Word Study Skills
IDENTIFIERS- Historical Background; *Word Formation; Word Games; *Words

A classroom companion to "Word History: A Guide to Understanding the English Language," this book provides teachers with additional information to help them include the study of word history in their classroom routine. The book presents suggestions and activities that can be used to challenge students to play with words; to give teachers brief explanations for the origins of selected words; to provide exercises that students can work on by themselves; to give teachers sample week-long plans for certain kinds of word

(Personal); Verbal Communication
IDENTIFIERS- *Communication Behavior; *Communication Context; Educational Issues; Interviewers

Drawing primarily upon empirical research which examines how interviewee communication impacts on interviewer hiring decision in the employment interview, this report examines that research with the intention of developing instructional recommendations as well as identifying more pervasive, instructional issues. Research related to: (1) pre-interview communication, particularly resume materials; (2) nonverbal communication; and (3) verbal communication during the interview is reviewed and interpreted in terms of instructional recommendations. The report concludes with identification and discussion of major issues related to the instruction of employment interviewees which, arguably, need further examination by interviewing researchers, educators, and students. Contains 114 references. (Author/RS)

ED 368 008 CS 508 518

Hansen, Tricia L.
What Is Critical Theory? An Essay for the Uninitiated Organizational Communication Scholar.
PUB DATE- Nov 93
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; *Critical Theory; Critical Thinking; Definitions; Higher Education; Literature Reviews; *Organizational Communication; Politics of Education; *Research Methodology
IDENTIFIERS- Research Styles

This paper explores and attempts to answer some of the fundamental questions and challenges brought against organizational communication scholars who follow the critical tradition. Specifically addressed in the paper are the following issues: (1) the vocabulary of critical theory; (2) assumptions and goals of critical theory; (3) critical theory and the politics of academe; and (4) critical theory and application. The paper concludes by highlighting the potential of critical theory for exploring and bringing new understanding to the field of organizational communication. A table describing differences among basic, applied, and participative research is included. Contains 34 references. (Author/RS)

ED 368 009 CS 508 519

Perry, Linda A. M.
When Experiential Teaching Is an Experience.
PUB DATE- Nov 93
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Schools; *Church Related Colleges;

DESCRIPTORS- Content Analysis; Elementary Education; Environment; *Environmental Education; *Mass Media Effects; Mass Media Role; Science and Society; *Television; Television Research; Young Children
IDENTIFIERS- *Captain Planet and the Planeteers

While "Captain Planet and the Planeteers" has won numerous awards and is currently the number one rate household animated children's television program in the United States, the contradictions and complications of instilling environmental values in children through the medium of television are apparent. A content analysis of 15 episodes of "Captain Planet" indicates that while resource conservation and the excess of industrialism are highlighted, advertisements are interspersed encouraging consumption and individual excess. Where cooperation and teamwork are stressed by the various solutions to problems, the caricatures of good and evil build a framework that accepts no accommodation, and underscores the alienation of "Us" and "Them." Where individual actions take on increasing importance in saving the planet, the presence of an empowered super "other" allows an abdication of personal responsibility, an abdication made more likely by some of the exaggerated and easily debunked claims of the show. While science and environmental educators acknowledge the overall utility of such educational approaches, the caricatures, simplification inherent in the cartoon medium, and the artificial context of television work against a balanced environmental policy and rational discourse on critical issues facing society. (Contains 26 references. A chart listing aspects of the "Planeteers" and the villains is included; the opening monologue, lyrics to the concluding song, and the cast of the television show are attached.) (RS)

ED 368 028 CS 508 541

Nieuwmeijer, Louise J., Ed.; Hall, Elsje J., Ed.
Organizational Communication: A Top Priority.
PUB DATE- 92
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Employer Employee Relationship; Foreign Countries; Higher Education; *Organizational Climate; *Organizational Communication
IDENTIFIERS- Communication Strategies; *Organizational Culture; *South Africa

Presenting a collection of seminar papers aimed at improving mutual understanding in the workplace, this book brings together the views of prominent South Africans on effective communication in organizations. The papers collected in the book will be of interest to communication students, practitioners, personnel managers and anyone else concerned with an organization's most important asset--its people. After an opening address by Ricky Mauer, papers in the book are: (1) "Organizational Communication: A Top Priority" (Brand Pretorius); (2) "Communication with a Changing Labour Force" (Sunette van der Walt); (3) "How Effective Is Your External Communication towards the Community?" (Peter Vundla); (4) "Communicating in a Changing Organization Culture" (Jopie van Rooyen); (5) "Participative Communication Diagnosis and Strategy" (Emily Fourie); (6) "Organizational Communication through Effective Environmental Management" (Peter Franks); (7) "The Means and Values of Timeous Information in a Organization's Communication" (Erik du Plessis and Jan issues troubling schools, teachers, and students. The notion of decentralization is accompanied by two assumptions. First, decentralization will produce an improvement in education because classroom decision making will be more responsive to the specific needs of a school. Second, in order for any improvement to occur, fundamental changes in the educational structure are imperative. Decentralization is occurring throughout the United States in response to five primary pressures: (1) demands from powerful constituencies (parents, community groups, legislators, etc.) for more input into and control over the school process and tougher accountability measure; (2) strong agreement among these constituencies that the current educational structure is not working; (3) the inability of massive bureaucracies to respond effectively to the needs of local schools and communities; (4) rapidly changing nature of work and the workplace and the perception that schools are not keeping pace with the demands of society; (5) and growing competition for public school dollars. dollars. Schools that are attempting to decentralization generally do so in one of three ways: (1) site-based management; (2) downsizing central administration; and (3) curriculum innovation. Numerous results can be expected from decentralization, for example, increased parent involvement. Before attempting the decentralization process, school districts should address seven areas of interest, such as what decision-making parameters will be. Representatives from 13 large urban districts were interviewed and asked to outline the structural changes in their districts. The representatives each identified support programs, obstacles they encountered, and recommendations for those attempting to make structural changes. (KDP)

ED 368 048   EA 025 672

Elmore, Richard F., Ed.; Fuhrman, Susan H., Ed.
The Governance of Curriculum. 1994 Yearbook of the Association for Supervision and Curriculum Development.
PUB DATE- 94
NOTE- 232p.; Cover title varies slightly. For 1993 yearbook, see ED 353 261.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- *Academic Standards; Curriculum Based Assessment; *Curriculum Development; *Educational Change; *Educational Policy; Elementary Secondary Education; Federal Government; *Governance; Institutional Cooperation; *Politics of Education; School District Autonomy; State School District Relationship
IDENTIFIERS- *National Standards; Performance Based Evaluation

The United States is moving toward a more national, performance-based view of curriculum policy. The federal government will play a modest role in nationalizing curriculum policy issues, largely by pressuring states and localities through national standards. The chief agents of nationalization will continue to be state and locally based constituencies. This yearbook outlines the present national debate on educational reform, educational standards, and governance for school- and district-level educators. Designed as a short course in the politics of curriculum reform and governance, the book is divided into three parts: "Policy Development at the National and State Levels"; "State Curriculum Reform Development and Management"; and "District and School Roles in Curriculum Reform." Cutting across the chapters are several major themes: (1) the interplay between national influence and local control; (2) the essentially political character of curriculum decisions at all developed school system that is based on the corporate structure. Some of these are cultural values which support full competency development and lifelong learning, and tight linkages between training departments and the users of their services. Strategic planning to implement complex organizational change consists of four fundamental concepts: missions, strategies, tactics, and assessment. A strategic plan should include the following sections: missions statement, goals, benchmarks, time lines and budget. (KDP)

ED 368 068 EA 025 702

Post-Earthquake Damage Evaluation and Reporting Procedures: A Guidebook for California Schools.
SPONS. AGENCY- Federal Emergency Management Agency, Washington, D.C.
PUB DATE- Mar 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Earthquakes; Elementary Secondary Education; *Emergency Programs; Public Schools; *School Buildings; *School Safety; State Agencies; State Programs
IDENTIFIERS- *California

The California Office of the State Architect, Structural Safety Division (OSA/SSS) is responsible for evaluating public school structures after an earthquake. However, final authority on whether a building should be reoccupied after damage lies with the school district. This guidebook is designed to help school officials assess earthquake damage before a qualified engineer arrives at the site and report building conditions to OAS/SSS to assist in establishing a priority list for site visits by structural engineers. School personnel and inspectors must be careful when entering a damaged building after an earthquake and should only do so in teams of two. The first step to inspecting a building after an earthquake is surveying the building from the outside. Second, the surroundings of the school or facility should be checked for geotechnical hazards such as cracks or bulges in the ground or hillsides. The third step is inspecting the structural system of a building from the inside if possible. Nonstructural as well as structural hazards should be noted. The need for locking or barricading the building should also be determined. Finally, notification of authorities should be carried out. (JPT)

ED 368 069 EA 025 703

Greene, Marjorie; And Others
Identification and Reduction of Nonstructural Earthquake Hazards in California Schools.
SPONS. AGENCY- Federal Emergency Management Agency, Washington, D.C.
PUB DATE- Feb 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Check Lists; *Earthquakes; Elementary Secondary Education; *Emergency Programs; *Physical Environment; Public

section is a participant's workbook, which contains 23 training activities. For each activity, the workbook indicates the relevant section of a companion guide "Ecole et Comportement: Un Guide d'Intervention au Secondaire." The activities focus on participants' memories of their own adolescence, the Quebec government's definitions of behavior problems, student characteristics, observation and evaluation methods, the importance of teamwork, individual needs, establishment of objectives, reality therapy, conflict resolution, behavior modification, reinforcement, and preparing a service plan. The 23 training activities are designed to be very concrete and can be adapted and enriched to suit individual needs. The second section contains background information and answer sheets for the activities. The third section provides masters for the overhead transparencies. (JDD)

ED 368 088 EC 302 833

Bender, William N., Ed.
Learning Disabilities: Best Practices for Professionals.
PUB DATE- 93
NOTE- 334p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Attention Deficit Disorders; Cognitive Psychology; *Daily Living Skills; *Disability Identification; Educational Diagnosis; *Educational Practices; Elementary Secondary Education; Eligibility; Etiology; Higher Education; Independent Living; *Interpersonal Competence; *Learning Disabilities; *Metacognition; Neurology; Socialization; Special Education; Student Evaluation; Student Placement; Teaching Methods; Vocational Education

This book is written to assist the reader in understanding current thinking in the field of learning disabilities (LD), as well as current practices in that field. Part I describes the characteristics typically associated with LD, and includes the following chapters: "Neurological Basis of Learning Disabilities" (Richard M. Marshall and George W. Hynd); "Cognitive Abilities" (H. Lee Swanson); and "Social/Behavioral Characteristics" (Terry M. McLeod). Part II describes the measurement of various characteristics of LD in the following chapters: "Assessment and Identification Practices" (Sherri Strawser); "Informal Assessment in the Classroom" (Lisa E. Monda-Amaya and Fran Reed); and "Eligibility and Placement Team Meetings" (Harry L. Dangel). Part III presents information on the best practices currently employed in the treatment and education of individuals with learning disabilities, and includes the following chapters: "Behavioral Interventions" (Cynthia O. Vail and Deborah J. Huntington); "Metacognitive Strategies" (Kristin S. Scott); "Building a Pragmatic Language" (Carol Weller); "Interventions for Attention Problems" (Deborah J. Huntington and William N. Bender); "Social Skills Training: Why, Who, What and How" (Sharon Vaughn and Annette La Greca); "Vocational and Independent Living Skills" (Phillip J. McLaughlin and Margaret A. Martin); and "College-Level Instructional Interventions" (Margaret A. Martin and Phillip J. McLaughlin). Appendices describe a variety of social skills intervention programs and present a sample resume for a hypothetical LD adult. Individual chapters contain references. (PB)

ED 368 089 EC 302 834

Toddlers
IDENTIFIERS- New York (Harlem)

The Center for Comprehensive Health Practice in the East Harlem area of New York City operates an early intervention program called the Infant School to promote the healthy development of high-risk children from birth to 2 years of age, including those of mothers who had been users of cocaine and/or crack. The Infant School curriculum is designed to help mothers learn to enhance their children's cognitive, social, and emotional development through hands-on play activities. This study sought to assess the development of 23 children and to determine the effectiveness of early intervention program participation, through analysis of demographic factors, child's birth history, home environment factors, participation in program interventions, and the Bayley Scales of Infant Development. Most of the children were developing within normal parameters, and the scores' means were above average on the Mental Development Index and the Psychomotor Development Index. There were no significant correlations between the children's mental and motor scores and their attendance in the Infant School. However, the more the family had attended the Infant School, the higher the child scored on the Infant Behavior Record, which comprised three factors: test affect/extraversion, activity level, and task orientation. Possible explanations for these findings are discussed, and clinical implications are explored. Interview and observation forms are appended. (Contains 30 references.) (JDD)

ED 368 108 EC 302 862

Mosso, Janet L.
Transition Components of the Frost Center, a Model Program Background: The Frost Center and Its Students.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Behavior Disorders; Career Education; *Educational Therapy; Education Work Relationship; *Emotional Disturbances; Family Counseling; Group Counseling; Internship Programs; *Learning Disabilities; Parent Counseling; Prevocational Education; Private Schools; Secondary Education; *Special Schools; Therapeutic Environment; Transitional Programs; *Work Experience Programs
IDENTIFIERS- *Frost Center MD

The Frost Center (Rockville, Maryland) is a private, nonprofit school and therapeutic day program that serves adolescents with emotional, learning, and behavioral disabilities and their families. Approximately two-thirds of each student's day is spent in academic classes, acquiring the skills and behavior necessary for a return to a less restrictive environment. The other portion of the student's day is spent in counseling, mostly in a therapy group setting. One evening each week, students, their parents, and their siblings participate in a family and parent counseling session aimed at changing destructive and ineffectual patterns of family interaction and parenting. One component of Frost Center's programming is the Work Day, designed to help students obtain employment and independent living skills, identify strengths and weaknesses as a worker, become aware of realistic career options, and build actual work experience. Students begin by working at the school 1 day per week doing landscaping tasks, building maintenance, goal is accomplished; (3) special education students do not view their work as being the best they can do and therefore do not feel proud of it; and (4) special education students often feel that their success on tests is due to luck instead of ability. (Contains 10 references.) (JDD)

ED 368 126 EC 302 881

Bang, Myong-Ye; And Others
Factors Related to the Use of Instructional Strategies that Facilitate Inclusion of Students with Moderate and Severe Impairments in General Education Classes.
PUB DATE- 6 Nov 93
NOTE- 24p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (Chicago, IL, November 4-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Concurrent Validity; *Disabilities; Educational Practices; Elementary Secondary Education; Evaluation Methods; *Mainstreaming; *Measurement Techniques; Regular and Special Education Relationship; Self Efficacy; *Severe Disabilities; Social Integration; Teacher Attitudes; Teacher Behavior; Teacher Evaluation; *Teaching Methods
IDENTIFIERS- *Inclusive Schools; Instructional Strategy Usage; Michigan

This study investigated whether the criterion-related validity coefficient of the Instructional Strategy Usage (ISU) instrument was statistically significant, and investigated factors related to general education teachers' use of instructional strategies that facilitate inclusion of students with moderate and severe impairments in general education classes. Teachers (n=110) from 47 Michigan school districts completed the ISU, and 15 teachers were observed in their classrooms. Research findings indicated that: (1) the criterion-related validity coefficient of the ISU was statistically significant; (2) years of teaching experience of general education teachers was negatively related to their use of instructional strategies that facilitate inclusion of students with moderate and severe impairments in general education classes; (3) general education teachers' training in the field of special education was unrelated to their use of instructional strategies that facilitate inclusion; (4) general education teachers' collaboration with special education teachers, including a building principals's support, was positively related to their use of instructional strategies that facilitate inclusion; and (5) self-perceived efficacy of general education teachers was unrelated to their use of instructional strategies that facilitate inclusion. (Contains 29 references.) (Author/JDD)

ED 368 127 EC 302 882

Lundeen, Conrad; Lundeen, DeEdra J.
Effectiveness of Mainstreaming with Collaborative Teaching.
PUB DATE- Nov 93
NOTE- 9p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Anaheim, CA, November 19-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

in a pull-out program. An alternating treatment design was used. The inquiry was divided into two phases, mnemonics and lecture. A total of eight sessions were interspersed among 17 instructional periods. Results showed the mnemonics technique was more effective than the lecture technique. (DB)

ED 368 145 EC 302 906

Shaughnessy, Michael F.; And Others
Gifted and Reading.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Ability Identification; Early Reading; Elementary Education; *Gifted; Language Arts; Reading; *Reading Ability; *Reading Instruction; Teaching Methods
IDENTIFIERS- New Mexico

This article reviews the literature and practice (especially in New Mexico) concerning reading instruction of gifted children. It considers early or "precocious" reading, instruction in the early grades, and identification of the gifted in New Mexico. Reading teachers in New Mexico are urged to be aware of specific conflicts in the area of gifted identification and gifted instruction. The seven intelligences identified by H. Gardner are listed. The appropriateness of traditional basal reading programs for this population is questioned. A variety of literacy activities are encouraged, including guest speakers in the classroom, tie-ins of books with television or movies, student creative writing, investigatory activities, and activities which develop higher order thinking skills. (Contains 14 references.) (DB)

ED 368 146 EC 302 907

Thomas, Terry A.
The Achievement and Social Adjustment of Accelerated Students: The Impact of Academic Talent Search after Seven Years.
PUB DATE- Nov 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academically Gifted; *Acceleration (Education); Advanced Courses; Career Choice; College Programs; Junior High Schools; Junior High School Students; Locus of Control; Middle Schools; *Outcomes of Education; Participant Satisfaction; Personality Traits; Program Effectiveness; Self Concept; *Social Adjustment; Student Attitudes; Summer Programs; Values
IDENTIFIERS- *Academic Talent Search Program; California State University Sacramento; Middle School Students

Academic Talent Search (ATS) provided advanced instruction in a 6-week summer school for talented middle school students on the campus of California State University, Sacramento. A survey was conducted to examine the long-term impact of the ATS program on students over a period of 7 years. Data were collected pertaining to high school and college achievement, career aspirations, personal values, self awareness, and personality self-descriptions, from students who participated in accelerated classes in mathematics, writing, and foreign languages in 1983, 1984, or 1985. Results indicated that these students continued to excel academically during the 7-year

(Parr); "Employing and Managing Part-Time Faculty in Foreign Languages" (Bostick); "Grantsmanship: Establishing a Process" (Verzasconi); "Staff Development for Foreign Language Faculty" (Terry); "Coordinating Foreign Language Graduate Teaching Assistants" (Baldwin); "Long-Range Planning: Crisis Intervention and Putting a Troubled Department Back on Course" (Tatum); "Chairing the Small Department: Or When You're the Only One" (Klein); "Purpose and Function of Professional Associations and Meetings: Networking" (Gay-Crosier); "Legal Issues: Employment Discrimination, Sexual and Racial Harassment" (Zatlin); "Women's Issues: Sexism, Joint Appointments, and Other Troublesome Matters" (Sullivan); "Spaniards vs. Germans vs. French vs. Russians vs. Italians vs. Chinese vs. Japanese, etc.: The Blissfulness of Multiculturalism" (Lamoureux); "Teaching Foreign Languages and Literatures: Confrontation, Coexistence, or Collaboration" (Medley, Jr.); "The Foreign Language Department and Less Commonly Taught Languages" (Vieira); "The Foreign Language Department and Study Abroad Programs" (Zipser); "Academic and Career Advising for Foreign Language Majors and Minors" (Perricone); "The Chair and Collective Bargaining" (Zamora); "Teaching and Research in Institutions Large and Small" (Wellington); "Public Relations: Evolving Into the 'We-Care Attitude of Action'" (Dease); "Elementary and Intermediate Foreign Language Programs: Nervous from the Service" (Gallant); "The Foreign Language Department and Interdisciplinary Studies" (Slick); "Managing the Office: No, Secretaries Are Not God, Although They May Seem Like It" (Thames); "Foreign Language Departments at Two-Year Schools: The Issues before Us" (Fountain); "How Long to Stay on the Job: Counting the Gray Hairs" (Klein); and "Additional Items of Importance: What You Really Need to Know, but Didn't Know Enough to Ask" (Klein and Slick). (MSE)

ED 368 166 FL 021 819

Singleton, David
Language Acquisition: The Age Factor. Multilingual Matters 47.
PUB DATE- 89
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- Adult Education; *Age Differences; *Aging (Individuals); Cognitive Development; Elementary Education; Interference (Language); *Language Acquisition; Language Research; Learning Motivation; Learning Processes; Learning Theories; *Linguistic Theory; Neurolinguistics; Older Adults; Second Language Learning; *Second Languages; Skill Development; Speech Skills; *Time Factors (Learning)
IDENTIFIERS- Chomsky (Noam); *Critical Period

This book provides an overview of research and thinking on age-related dimensions of language acquisition, intended for students, researchers, and educators with some experience in linguistics and applied linguistics. The first chapter introduces the variety of issues associated with age and language acquisition. Chapter 2 examines the evidence relating to speech milestones in the very early stages of acquisition (birth to 24 months), in the later stages, in speech processing, and in abnormal language development from language disorders. Chapter 3 reviews first-language-related evidence pertaining to the critical period hypothesis, and Chapter 4 reviews evidence related to the second language. The fifth

Research suggests a widespread perception that language study in higher education is an end in itself, as the preservation of culture. However, in Australia, university second language programs have been designed for practical purposes, and increasing pressure is seen for instruction in languages for special purposes (LSP). The question of whether LSP is an appropriate field in which to give academic credit has arisen. Criteria for inclusion in degree-level study are: function as academic support and a source of academic activities, and focus on skills and content. Four second language programs at Edith Cowan University (Australia), all guided to some extent by the LSP concept, illustrate the argument in favor of inclusion in degree-level study. The programs are: a developmental literacy unit, which provides academic support and focuses on skills; a program in English for academic purposes, which focuses on skills but has an essentially academic function; language majors in Chinese, French, Italian, Japanese, and Spanish, all of which combine language and thematic content; and an experimental immersion program in Chinese culture taught in Mandarin Chinese at the intermediate level. Based on these examples, it appears that LSP and degree studies can be compatible. (Contains 24 references.) (MSE)

ED 368 186 FL 021 942

Moody, James
An Assessment of Language Needs for Technical Communication in a Multilingual Speech Community: Implications for Teaching LSP in Papua New Guinea.
PUB DATE- Apr 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Southeast Asian Ministers of Education Organization Regional Language Center Seminar (28th, Singapore, April 19-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Graduates; *Cultural Pluralism; *Educational Needs; Engineering; English; Foreign Countries; Forestry; Graduate Surveys; Higher Education; *Intercultural Communication; *Language Role; *Languages for Special Purposes; Language Usage; Multilingualism; Needs Assessment; Pidgins; Sciences; Second Language Instruction; Uncommonly Taught Languages; *Work Environment
IDENTIFIERS- *Papua New Guinea; Papua New Guinea University of Technology; Tok Pisin

A survey of 98 Papua New Guinea technical university graduates in the applied sciences, engineering fields, and forestry investigated their language skill use and language needs in the workplace. Results indicate that, as in Papua New Guinea society in general, English and Tok Pisin are the two most important languages for technical communication in the workplace. Common language use patterns for technical purposes include Tok Pisin used alone, mixed with English, "simplified" English, and formal, technical English. Practical, appropriate syllabuses, materials, and methods for teaching languages for special purposes (LSP) should be developed to accommodate these existing language use patterns. This could be handled by offering courses in language for occupational purposes and language for academic purposes. It would also be desirable to introduce technical language in the student's dominant language, which in this context is often Tok Pisin, for purposes of concept development, then translate the terms into emotional and political environment of the schools, and perceptions of student needs. Generally, these paraprofessionals are given responsibility for direct instruction of LEP students, with daily or weekly meetings with the regular classroom teacher. They see themselves as valued in LEP instruction. Improved training, inclusion in planning, and promotion of paraprofessionals are recommended. Contains two appendixes and six references. (MSE)

ED 368 207 FL 021 996

Pickering, Michael
Concepts of Language in a Finnish-English Bilingual Preschooler.
PUB DATE- Apr 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Case Studies; Child Language; *Concept Formation; Discourse Analysis; English (Second Language); Finnish; Foreign Countries; *Interlanguage; *Language Acquisition; Language Patterns; *Language Role; Morphology (Languages); Phonology; *Preschool Children; Semantics; Uncommonly Taught Languages

A case study investigated the emergence of language and language concepts in a bilingual child, a girl aged 16 months to 6 years, 7 months. Observations were made by the child's parents and relatives in the child's home where the mother spoke Finnish and the father English. The report summarizes developments in phonology, morphology, word-level semantics and reference, and interpersonal discourse and offers illustrations for unelicited data and observation. It is proposed that metalinguistic conceptualization occurs when a cognitive problem is encountered. The role of bilingualism in the process of concept formation is examined. The data are especially rich in phonology and a correspondingly detailed analysis of this area is made. It is concluded that overt linguistic awareness was considerable and was focused on the word in grammar, the distinctive feature in phonology, on conversational interaction in discourse, and homonymy in semantics. Syntactic awareness was not apparent. Bilingualism appeared to contribute directly to concept formation in the areas of phonology, morphology, and the distinction between word and referent. Additional patterns are examined. (Contains 49 references.) (MSE)

ED 368 208 FL 021 997

Goodwin, Judy; Benevento, Jacqueline
Research Regarding the Implementation of New Instructional Models to Service Asian LEP Students in a Large Urban School System.
PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; *Compensatory Education; Curriculum Development; Educational Research; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; *Program Effectiveness; Program Evaluation; Program Implementation; Program Improvement; Remedial

institutional origins of Arkansas college students, Fall 1990, including first-time-entering undergraduate students (data for Fall 1986 through Fall 1990), geographic origins of undergraduate students, entering undergraduate transfer students, and institutional origins of graduate and first professional students. An appendix to Part II contains tables on geographic origins of Arkansas college students by institution. Another appendix lists institutional names and abbreviations. (JB)

ED 368 228 HE 027 123

On-Campus Enrollment and Geographic Origins in Arkansas Higher Education, Fall 1991.
PUB DATE- Jun 92
NOTE- 175p.; For 1988-1990 reports, see HE 027 120-122.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; *College Students; College Transfer Students; *Enrollment; Enrollment Trends; Ethnicity; *Foreign Students; Full Time Students; Graduate Students; *Higher Education; *In State Students; *Out of State Students; Part Time Students; Place of Residence; Private Colleges; Public Colleges; School Demography; Tables (Data); Two Year Colleges
IDENTIFIERS- *Arkansas

This document reports data on on-campus enrollment and student geographic origins in Arkansas higher education for Fall 1991 in 12 figures and 27 tables. Part I treats on-campus enrollment by institution (at public four-year colleges, public two-year institutions, and all independent institutions), student level (data for Fall 1987 through 1991), student demographic factors (full- or part-time status, sex, age, and ethnicity) and by enrollment at public institutions by level and residency. An appendix to Part I contains 14 additional tables showing enrollment trends and student demographic factors by institution. Part II presents statistics on geographic and institutional origins of Arkansas college students, Fall 1991, including first-time-entering undergraduate students (data for Fall 1987 through Fall 1991), geographic origins of undergraduate students, entering undergraduate transfer students, and institutional origins of graduate and first professional students. An appendix to Part II contains tables on geographic origins of Arkansas college students by institution. Another appendix lists institutional names and abbreviations. (JB)

ED 368 229 HE 027 124

Annual Full-Time Equivalent Enrollment and Student Semester Credit Hour Production in Arkansas State Institutions of Higher Education, 1987-88.
PUB DATE- Mar 89
NOTE- 75p.; For 1989-92 reports, see HE 027 125-127.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Basic Skills; College Students; *Credits; Engineering Education; Enrollment; Enrollment Rate; Enrollment Trends; *Full Time Equivalency; Higher Education; Intellectual Disciplines; Language Enrollment; Majors (Students); Remedial Instruction; Second Language Learning; State Colleges; Tables (Data); Teacher Education; Two Year Colleges

ED 367 770 CE 064 397

Middleton, John; And Others
Skills for Productivity: Vocational Education and Training in Developing Countries.
PUB DATE- 93
NOTE- 353p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Annotated Bibliographies; Change Strategies; *Developing Nations; Economic Development; Instructional Improvement; International Cooperation; *International Educational Exchange; Job Skills; Job Training; Labor Force Development; *Outcomes of Education; Policy Formation; Postsecondary Education; Poverty; *Productivity; *Public Policy; Secondary Education; Skill Development; Tables (Data); Training Methods; *Vocational Education

This book summarizes a 4-year program of research and consultation in vocational-technical education and training conducted by the Education and Employment Division of the Population and Human Resources Department of the World Bank. The introduction outlines the structure of the analysis and the research base on which it was developed. Part 1, which discusses the record of research and experience, contains chapters on skill markets and modes of training, the record of vocational-technical education, and the economic environment of skills development. Part 2 examines policy options in chapters devoted to the following: designing responsive public training policies, establishing market-oriented labor force planning, mobilizing employer and private training, improving responsiveness and efficiency in public training, and understanding the role of training in poverty reduction. The two chapters of Part 3 discuss planning for policy reforms and international assistance. An annotated appendix of 42 evaluation studies in developing countries and a statistical appendix are included along with 15 tables, 9 figures, and 45 boxes. Contains 310 references. (MN)

ED 367 771 CE 064 403

Pedersen, Laura
Street-Smart Career Guide: A Step-by-Step Program for Your Career Development.
PUB DATE- 93
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Development; Career Planning; *Employment Opportunities; *Entrepreneurship; Internship Programs; *Job Search Methods; Occupational Information; Vocational Aptitude

In this guide, the secret of career success is recognizing individual talents or specific knowledge and integrating the thinking and behavior of entrepreneurs into the daily routine or job. Part I, Career Planning for Tomorrow's Marketplace, sets the scene by describing the information age, technology, and the rise of global consumerism. It introduces the concept of being a career entrepreneur and explains how to see problems as opportunities. Part II, Step-by-Step Plan for Career

PUB DATE- May 93
NOTE- 10p.; Paper presented at the National Farm Management Conference, "Future Priorities and Agenda for Farm Management Research" (St. Louis, MO, May 16-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Business Skills; *Educational Needs; *Employment Qualifications; *Farm Management; *Futures (of Society); Higher Education; Job Skills; *Researchers; Research Skills

In view of continuing trends in farming and the trend toward increasing farm diversification and specialization, the National Association of State Universities and Land Grant Colleges and individual researchers have proposed their own lists of the skills that will be needed by farm management researchers in the future. Because farm management research increasingly entails research in the areas of agricultural production, economics, and management, future farm management researchers need the knowledge, skills, and training necessary to ensure their competence in all three fields. Included among the many areas that must be incorporated into programs to train future farm management researchers are the following: economic principles, intermediate economic theory, accounting, agricultural policy, agricultural finance, agricultural marketing, farm and ranch management, agribusiness management, crop production, soils, plant pathology, animal nutrition, livestock production, and animal breeding. Programs to train future farm management researchers should also include an internship component to allow students to learn working skills and gain first-hand knowledge about the industry. (MN)

ED 367 789 CE 065 779

Brouwer, Jani; Martinic, Sergio
Selecting and Training Community Promoters in Latin America. Studies and Evaluation Papers 13.
PUB DATE- Feb 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Community Development; *Community Organizations; Developing Nations; Early Childhood Education; Foreign Countries; *Job Training; Nonformal Education; *Personnel Selection; Training Methods; Training Objectives
IDENTIFIERS- *Community Promoters (Latin America); *Latin America

Community promoters are community members who are selected and trained to perform specific tasks in a project or program. Promoters have worked in education projects throughout Latin American since the 1960s, and their use in programs has shown to boost program success. Whether promoters work in externally directed programs or in more autonomous settings, they are most effective if they are selected from the community itself and share the sociocultural surroundings of program participants. The selection of would-be promoters should be dictated by their personal qualities and the tasks they will perform. Selection criteria should reflect a mix of community- and organization-developed desires/needs. The strategies selected to train promoters must relate the knowledge/technical skills required of promoters and the cultural values/guidelines that influence their attitudes/code of conduct. The most commonly used

DESCRIPTORS- Adult Basic Education; *Adult Learning; Adult Literacy; *Adult Reading Programs; Annotated Bibliographies; Communication Skills; Cooperative Programs; Information Sources; Institutional Cooperation; *Literacy Education; *Models; *Older Adults; *Partnerships in Education; Public Agencies; Religious Organizations; Resource Materials; School Business Relationship; School Community Relationship; Shared Resources and Services; Social Networks; Tutoring; Voluntary Agencies
IDENTIFIERS- 353 Project

This resource list offers models that literacy projects and community adult education programs can use to improve and expand their services to older adults by building partnerships with businesses, aging network providers, religious institutions, and volunteer organizations. Section 1 explains the purpose of the resource list. Presented in section 2 are summaries of the main points of selected publications devoted to the communication tools for tutors and lists of techniques for overcoming barriers in tutor training and special considerations in teaching/tutoring older adults. Section 3 outlines an eight-step procedure for planning, developing, and maintaining successful literacy partnerships within communities and presents information on volunteer partnerships, programs sponsored by the federal domestic volunteer agency--ACTION, and churches as literacy partners. Section 4 is a directory describing 32 national and 6 federal agencies and organizations that deal with the special needs and interests of older adults. For each organization listed, the directory provides the organization's name, address, and phone number and a short description of the program(s) and/or service(s) it provides. (MN)

ED 367 809 CE 065 839

Cheatham, Judy Blankenship; And Others
TUTOR: A Collaborative Approach to Literacy Instruction. Seventh Edition.
PUB DATE- 93
NOTE- 210p.; For the sixth edition, see ED 292 949.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Learning; Adult Literacy; Basic Skills; Cooperative Learning; Educational Cooperation; Learner Controlled Instruction; Listening Skills; *Literacy Education; Reading Skills; Student Evaluation; Teaching Guides; *Teaching Methods; *Tutoring; *Tutors; *Volunteer Training; Writing Skills
IDENTIFIERS- *Literacy Volunteers of America Inc

This handbook provides Literacy Volunteers of America (LVA) tutors with a theoretical and attitudinal base from which to tutor, demonstrations and discussions of needed skills and approaches for tutoring, and opportunities to practice these skills. The newly expanded text emphasizes tutoring as a collaborative process, the learner-centered approach, early introduction of process writing, techniques to use with real-life materials, how adults learn, and assessment as an ongoing process. It is designed to accompany LVA's one-to-one and small group tutor training workshops and can be used as a reference during lesson planning and tutoring. Ten chapters cover these areas: what literacy is; learning and tutoring; reading; techniques used in collaborative tutoring; writing; interviewing the potential learner; resources and activities;

especially benefit minority women who gained 13 percent per hour. Unionized women workers had twice as many years on the job as nonunion workers. (Appendixes include 15 references and a technical appendix.) (YLB)

ED 367 828 CE 065 883

Pearce, Diana M.
Breaking with Tradition: Women and Nontraditional Training in the JTPA System. Final Report.
SPONS. AGENCY- Women's Bureau (DOL), Washington, D.C.
PUB DATE- Jun 93
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; Demonstration Programs; Federal Programs; Females; *Job Training; *Nontraditional Occupations; *Program Effectiveness; Program Evaluation; Sex Fairness; Student Attrition; *Success; *Womens Education; Work Attitudes
IDENTIFIERS- *Job Training Partnership Act 1982; *Nontraditional Employment Training Project

A study analyzed the effects of Wider Opportunities for Women's (WOW) Nontraditional Employment Training (NET) Project. NET was designed to identify and demonstrate strategies to increase the number of women entering and succeeding at nontraditional training in the Job Training Partnership Act (JTPA) system. Three sites reflected differences in the JTPA system so that lessons learned in the demonstration would have wide application: Hartford, Connecticut; Milwaukee, Wisconsin; and the state of Montana. Four types of data were used: JTPA-mandated data, questionnaires filled by samples of trainees, eligibility data, and focus groups. In comparing the sites pre-NET with mid-NET, the study found that the number of women in nontraditional training increased, with this increase overwhelmingly concentrated in Milwaukee (Wisconsin). Comparisons of women on a variety of characteristics did not result in a distinctive profile of the "nontraditional woman." The Milwaukee site gave prospective trainees direct and positive exposure to nontraditional jobs, support services, and retention efforts. Other factors and issues, across all three sites, that contributed to success in nontraditional training for women were as follows: intake workers brought their own attitudes and experiences into the process; women needed the support of other women; JTPA structures and practices restricted programs' ability to respond to changing circumstances; and programming in each site had to be customized. (Appendixes include a list of suggestions from focus groups and 10 data tables.) (YLB)

ED 367 829 CE 065 884

Mathematical and Computer Skills and Workplace Literacy in Labor Markets: An Analysis of Their Actual and Potential Effect on the Economic Status of Women. Final Report.
SPONS. AGENCY- Women's Bureau (DOL), Washington, D.C.
PUB DATE- 17 Sep 93
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Education; Adults; Computer Literacy; *Computers; Educational Status Comparison;

education; and (4) the following types of agencies provided AE services to 436,766 and 436,870 adults in FY91 and FY92, respectively--school districts, community colleges, the Miccosukee and Seminole Indian tribes, the Correctional Education School Authority, community-based agencies, libraries, and universities. (MN)

ED 367 846 CE 065 911

Frank, Fiona; Hamilton, Mary
"Not Just a Number." The Role of Basic Skills Programmes in the Changing Workplace. An Account of a Leverhulme Trust Funded Research Project.
SPONS. AGENCY- Leverhulme Trust, London (England).
PUB DATE- Jun 93
NOTE- 207p.; A product of the Centre for the Study of Education and Training. For a related document, see CE 065 912.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Programs; *Basic Skills; Educational Attitudes; Educational Benefits; Educational Needs; *Educational Practices; Education Work Relationship; *Employer Attitudes; Foreign Countries; *Literacy Education; Models; Questionnaires; Surveys
IDENTIFIERS- *England; *Workplace Literacy

A study examined current developments in workplace adult basic skills training (BST) programs for adults in northwestern England. Case studies of three area companies offering workplace BST programs were conducted along with a telephone survey of 56 local employers (of 200 originally contacted) to gauge their awareness of and attitudes toward workplace BST and their perceptions of their companies' need for such training. Most employers were not currently providing BST, and most were unaware of the few BST programs that do exist. Only 4-12% of those interviewed perceived BST as yielding specific benefits to employers and employees, whereas up to 44% cited various barriers to BST. The case studies revealed additional barriers. Recommendations for facilitating BST development included the following: publicizing the benefits of BST; encouraging universal access to BST; increasing coordination among/commitment from employers, training providers, and trade unions; ensuring confidentiality; creating favorable learning environments; developing appropriate curricula; providing opportunities for progression; and monitoring program quality. (Contains 115 references. Appended are national education attainment targets; a schedule of the case study interviews, visits, and consultations; aims and objectives of the work-based training needs analysis; and the employer survey instrument and related documents.) (MN)

ED 367 847 CE 065 912

Frank, Fiona, Ed.
Not Just a Number. Experiences of Workplace Learning by Workers in the North of England.
SPONS. AGENCY- Leverhulme Trust, London (England).
PUB DATE- 92
NOTE- 54p.; Foreword by Jane Mace. For a related document, see CE 065 911.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; *High School Equivalency Programs; *Nontraditional Education; Outcomes of Education; *Reentry Students; *Student Recruitment; *Vocational Followup
IDENTIFIERS- 353 Project; *General Educational Development Tests

Project Re-Entry was a follow-up study of the status of more than 5,000 former students of the Tri-County Opportunities Industrialization Center (OIC) in Harrisburg, Pennsylvania, who either never completed the entire General Educational Development (GED) test battery or completed the entire GED battery but still lacked enough points to earn a GED equivalency diploma. At the beginning of the project, OIC had a list of 851 students who had begun GED testing but not completed it. The list was checked and revised to eliminate duplicate names, names of deceased persons, and the 105 persons who had since completed GED testing. The 503 individuals remaining on the corrected list were contacted and offered the option of reentering OIC's traditional GED testing or receiving nontraditional homebound instruction, distance education, and tutor assistant instruction. The project implementer developed action plans for each of the 66 individuals who expressed a desire to continue GED training/testing. Of the 66 people, 27 returned to a traditional classroom setting and 23 worked through a home study course. Eleven of the 50 students took the GED, and 8 of the 11 passed it. (Appended are various project-related forms, correspondence, and questionnaires and demographic data on the identified GED noncompleters.) (MN)

ED 367 866 CE 065 953

Guglielmino, Lucy Madsen, Ed.
Florida Workplace Literacy Conference Proceedings. A Special Session of the Florida Literacy Conference (Jacksonville, Florida, March 5-6, 1991).
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Mar 91
NOTE- 117p.; Some publicity material may not copy well due to small print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Cooperative Programs; Curriculum Development; *Educational Resources; *Education Work Relationship; High School Equivalency Programs; *Institutional Cooperation; *Literacy Education; Program Evaluation; *School Business Relationship; Task Analysis
IDENTIFIERS- Florida; *Workplace Literacy

This document includes the following presentations: "Partnerships for Workplace Literacy: A Developmental Model" (Lucy M. Guglielmino); "Selling the Concept: Identifying Workplace Literacy Partners" (Sheila Acevedo, Joe Mathos, and Joseph McCoy); "Designing Partnership Agreements: Who Pays for What?" (Tony Lagos, Sheila Acevedo, and Lucy Guglielmino); "Literacy Task Analysis" (Jorie W. Philippi); "Curriculum Development/Adaptation Based on Literacy Task Analysis" (Jorie W. Philippi); and "Evaluation of Workplace Literacy Programs" (Jorie W. Philippi). The report also includes an annotated bibliography that lists and describes 138 materials on the topics of trends and justification for workplace literacy, model programs in workplace literacy, and resources for workplace literacy. (KC)

Assessment Alternatives for Students in Vocational Education.
PUB DATE- 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Curriculum Based Assessment; *Evaluation Methods; Informal Assessment; Learning Processes; *Learning Theories; Literature Reviews; Portfolios (Background Materials); Postsecondary Education; Secondary Education; *Student Evaluation; *Thinking Skills; *Vocational Education
IDENTIFIERS- Alternative Assessment

Emerging theories suggest that learning is contingent on cognitive development, which is, in turn, influenced by conative and ecological factors. These three domains--cognitive, conative, and ecological--all make important contributions to understanding student achievement. Their collective influences should be understood when formulating an opinion of student achievement. Thus, assessment becomes holistic, considering not only achievement outcomes, but also the cognitive processes through which the learning occurs, the learning context, and the learner's attitudinal preferences. A comprehensive assessment approach includes a number of assumptions for developing and interpreting measures. These assumptions suggest a number of directions for the focus of assessment. Four assessment alternatives--portfolio, exhibition, dynamic, and curriculum based--demonstrate characteristics that support the assumptions. Sensitive to the instructional needs of teachers, these alternatives also readily adapt to instructional settings, while addressing the three domains of learning. Moreover, they emphasize the measurement of student performances directly tied to instructional goals, so they could guide classroom curricula as well as measure short-term and long-term changes in students' knowledge. (Appendixes include 77 references and 2 tables that compare product and process assessment strategies.) (YLB)

ED 367 886 CE 066 022

Catch Them, Calm Them, Keep Them (Staff Development). Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Adult Basic Education; *Adult Educators; Adult Literacy; Adult Programs; Adult Students; Disadvantaged; *Dropout Prevention; *Inservice Teacher Education; Literacy Education; Problem Solving; *Rural Education; *Student Recruitment; *Test Anxiety; Workshops
IDENTIFIERS- 353 Project; Pennsylvania (Central)

A project geared to adult educators in rural central Pennsylvania addressed the topics of recruitment and retention of students in adult education programs in order to help the educators find solutions to these problems. Seminars conducted twice during 1993 covered the following topics: methods of recruitment, overcoming text anxiety, curbing the dropout rate, and effective communication techniques. A total of 63 teachers from the targeted area attended the workshops, where presenters assisted the adult educators in the following ways:

skills, and capabilities were important in choosing a career. They learned about occupations they had not heard of before and discovered more detailed information on careers that they knew about. (Contains 10 references.) (KC)

ED 367 907 CE 066 154

Smith, Douglas H., Comp.
The Dictionary for Human Resource Development.
PUB DATE- Mar 90
NOTE- 35p.; Compiled in cooperation with the Research Committee of the American Society for Training and Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Corporate Education; *Definitions; Economic Development; Higher Education; *Human Resources; *Job Training; *Labor Force Development; *Labor Utilization; Organizational Development

This dictionary lists and defines approximately 360 words and phrases used in the field of human resource development (HRD). It reflects the opinions and collective expertise of a diverse range of HRD practitioners and faculty. The words and phrases selected were drawn from a search of more than 300 current and recent texts and 10 periodicals in HRD and related fields. Contains 11 references. (KC)

ED 367 908 CE 066 156

Rachal, John R.
The Adult Education "Tree": A Revision.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Learning; *Classification; *Educational Attitudes; *Lifelong Learning; Role of Education; Social Action; *Student Motivation

The typology of adult education offered in the October 1988 issue of "Lifelong Learning" examined a number of classifications, including the Bryson scheme (1936) and the Grattan categories (1955). Since the publication of that article, suggestions have been made for additions to the typology "tree" proposed in the article. The typology categorizes adult education by its "content-purpose"; that is, the general content type that suggests its purpose. The six major limbs of this tree represent the major types of adult education: liberal, occupational, self-help, compensatory, scholastic, and social action. Several of these categories have subcategories. Self-directed learning is part of the roots of the tree, since all adult education is clearly institution based. The focus in this revision is on social action and its political dimension. Social action is, by definition, political, and social action clearly implies an agenda for social (political) change. The tree is to be seen as part of a long tradition of categorizing the field of adult education; the image of a tree is appropriate since the effort is always growing and changing. (KC)

ED 367 909 CE 066 160

Job Training Partnership Act: Job Cost, Job Outcome. Hearing

ED 367 928 CG 025 305

Parent, Dale G.; And Others
Conditions of Confinement: Juvenile Detention and Corrections Facilities. Research Summary.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Feb 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Children; *Correctional Institutions; *Delinquency; *Institutionalized Persons; *Juvenile Courts; *Juvenile Justice; Youth Problems

The most comprehensive nationwide research ever conducted on the juvenile detention and corrections field was a study by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) assessing conditions of confinement for juveniles and determining the extent to which those conditions conform to recognized national professional standards. The study covered all 984 public and private juvenile detention centers, reception centers, training schools, and ranches, camps, and farms in the United States. Youth halfway houses, shelters, and group homes; police lockups, adult jails, and prisons that hold juveniles tried and convicted as adults; and psychiatric and drug treatment programs were excluded. Data came from the 1991 Children in Custody census, a special mail survey sent to all facilities, and 2-day site visits to 95 facilities. The study's findings suggest three major themes: (1) there are several areas in which problems in juvenile facilities are substantial and widespread, most notably living space, health care, security, and control of suicidal behavior; (2) findings do not support the premise that high levels of conformance to national recognized standards results in improved conditions of confinement; and (3) deficiencies were found to be distributed widely across facilities. This report presents a summary of the findings from the OJJDP study, provides an overview of conditions, examines areas with substantial and less substantial deficiencies, looks at areas with minimal deficiencies, and offers 19 recommendations to improve conditions of confinement for juveniles. (NB)

ED 367 929 CG 025 306

Quint, Janet C.; And Others
Lives of Promise, Lives of Pain: Young Mothers after New Chance.
PUB DATE- Jan 94
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Community Colleges; *Dropouts; Early Parenthood; Employment; *Mothers; One Parent Family; Two Year Colleges; *Young Adults
IDENTIFIERS- *New Chance

This monograph reports the findings of a study based on interviews with 50 young mothers who participated in a national research and demonstration program called New Chance. It explains that New Chance aims to increase the employment, economic self-sufficiency, and general well-being of young

NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Instructional Effectiveness; Intermediate Grades; *Low Achievement; *Remedial Instruction; *Spelling; *Spelling Instruction; Writing Skills
IDENTIFIERS- *New Zealand (Wellington)

A study evaluated a program designed to increase knowledge of vowel sounds and improve phonetic and conventional spelling of children who showed a low level of spelling. Their level was so low that written communication beyond the most rudimentary level was effectively denied them. Subjects, 32 children from 10 participating schools broadly representative of the Standard 4 population in Wellington, New Zealand, were identified through screening test and writing samples. A three-step remedial spelling program was developed. All children selected were given six sessions of 20-30 minutes of individual tutoring over a two- or three-week period. Multiple baseline data, pretests, posttests and a control condition characterize data collection procedures. Measures of spelling achievement were combined to form seven sets of data. Results indicated that (1) participants' knowledge of short vowels and consonants increased significantly; (2) increased knowledge of short vowels did not transfer in a consistently measurable way to spelling in writing; (3) specific knowledge of short vowels and consonants were not related strongly to the other measures; (4) knowledge of short vowels did not predict later performance on the follow-up measures; (5) mean performance on the general spelling test showed some statistically insignificant increases; and (6) correlations between conventional spelling and phonetic spelling increased. (Contains 28 tables of data, writing samples, a description of the spelling program, and a list of measures of specific spelling skills.) (RS)

ED 367 950 CS 011 627

Meade, Anne
From Curriculum to Competent Children: The Decade of Quality?
PUB DATE- Oct 93
NOTE- 11p.; Paper presented at the Early Childhood National Curriculum Conference (Christchurch, New Zealand, October 29-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Childhood Education; *Evaluation Methods; Evaluation Problems; Foreign Countries; Holistic Evaluation; Program Descriptions; Research Methodology; *Student Evaluation; Young Children
IDENTIFIERS- *Alternative Assessment; Educational Issues; Emergent Literacy; National Curriculum; New Zealand

Working out assessment philosophy and practices takes time, as the team members working on the "Competent Children" research project in New Zealand have found out during the first 18 months of the project. It is imperative that those with expertise in early childhood care and education insist on developmentally appropriate assessment practice and know why they are arguing for such practices. The "Competent Children" project's goal is to find out more about the influences of early childhood experiences on children's competencies as they enter school. The two strands of influences are family background and early childhood care and education. Attempts to books) presented in this book are suitable for reading aloud to young adults. The excerpts presented in the book were chosen to introduce students to the richness of literature and to a lifetime of reading. Each excerpt is preceded by an introduction or author profile. Sections of the book are: Growing Pains; Animal Tales; Fantastic Tales; Classics; Old Chestnuts; Chilling Tales; Out to the Ball Game; Escape Reading; Historical Fiction; Paper Clips; Nonfiction as Literature; and Surprise Endings. A list of audio- and videotape production companies is attached. (RS)

ED 367 969 CS 011 647

Josephson, Sheree
Eye Movement in Newspapers.
PUB DATE- Nov 93
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Color; *Eye Movements; Layout (Publications); *Newspapers; *Photographs; Reading Comprehension; Reading Research; Recall (Psychology)
IDENTIFIERS- Journalism Research; Text Processing (Reading)

Eye movements of 32 newspaper readers (ranging in age from 22 to 50 years) were measured as they viewed four pages of varying use of color and black-and-white photographs. The eye-fixation data recorded by a computerized apparatus showed precisely where subjects looked, in what order they processed information on the page, and how long and how many times they directed attention to photographs. Results indicated that color affects how readers look at a page and, if used in certain ways, can influence the scan path order. Results also indicated no significant differences in the number of fixations and the average length of total fixation on color versus black-and-white photographs. In addition, subjects completed recall and recognition tests about the photographs they saw. Results indicated no significant differences between the number of color photographs and black-and-white photographs that were recalled. However, the use of color significantly impacted recognition of the photographs. (Four tables and one figure of data are included. Contains 14 references.) (RS)

ED 367 970 CS 011 648

Primamore, Mildred A.
The Effects of Reading Aloud in Promoting Literacy and Enhancing Desire to Read.
PUB DATE- Apr 94
NOTE- 52p.; M.A. Project, Kean College of New Jersey. Some pages contain light, uneven type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Grade 2; Primary Education; *Reading Aloud to Others; *Reading Attitudes; *Reading Material Selection; Reading Research; *Student Attitudes
IDENTIFIERS- Descriptive Research; Emergent Literacy; New Jersey; *Reading Motivation

A descriptive study determined whether reading aloud to young children promoted literacy and enhanced their desire to read.

study; and to provide supplementary activities for ideas presented in the companion book. Teachers may use the book as a guide to a concentrated study of word history, or as a source of daily 5- to 10-minute brainteasers. The book also presents extensive annotations of six ERIC documents that serve the classroom teacher and an 11-item annotated bibliography of books that move beyond the introductory material in the book and its companion volume. (RS)

ED 367 989 CS 214 261

Maylath, Bruce
Electronic Literacy: What's in Store for Writing and Its Instruction.
PUB DATE- Apr 93
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Literacy; *Electronic Mail; Futures (of Society); Higher Education; *Hypermedia; Technological Advancement; Writing Instruction
IDENTIFIERS- Computer Communication; *Orality; *Writing Contexts

New technologies brought about by the computer are causing writing to take on more and more the features of orality. The computer's emphasis on speed reduces or even eliminates distance, which is one of the key features of orality. Orality is immediate and relies on assumptions, on gaps to be filled in by the auditor. It is also "socially minded" and agonistic. Literacy, by contrast, is anything but immediate--it accepts distance, even encourages it. Literacy minimizes assumptions and fills in gaps. Two transformations (hypertext and electronic mail) are reinforcing existing aspects of literacy and communication while at the same time transforming them. Hypertexts are the first texts in which the elements of meaning, of structure, and of visual display are fundamentally unstable. Hypertext has speeded up the circumvention of linear manuscripts begun by pagination, indexes, and bibliographies. An age of "secondary orality" (as Walter Ong terms it) is dawning. Secondary orality is the orality of telephones, radio, television, virtual reality, and electronic mail, all of which depend on texts for their existence and operation. It is the lack of distance--permitted by speed--that makes electronic mail messages seem conversational and sometimes combative. Teachers of literacy need to get ready for secondary orality and prepare students for a future which includes hypertext, electronic mail and virtual reality. (RS)

ED 367 990 CS 214 262

Frohlich, Romy
Coping with the New System: Self-Assessment, Role-Definition and Professional Expectations of Journalism Students in Former GDR after Democratization.
PUB DATE- May 93
NOTE- 28p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Experiential Learning; *Higher Education; *Teacher Attitudes;
*Teaching Methods; Teaching Styles; Team Teaching
IDENTIFIERS- Interactive Teaching

When a communication instructor first taught at a Catholic university, she learned that lecturing was considered the only respected way to teach. Perhaps the reason that lecturing is preferred at Catholic universities is the extant masculine orientation of the Catholic Church and organizations associated with it. At Catholic universities, the most linear, logical, hierarchical (masculine) teaching method, lecturing, is rewarded. The most interactive, facilitative, non-controlling (feminine) method, the facilitative method, is scrutinized. Three primary teaching methods (lecture, interaction, and facilitation) reflect three models of communication (action, interaction, and transaction). The instructor found opportunities to change the perceptions and proscriptions of the university through her directing of the university's internship program, her membership in an ad hoc experiential education committee, and opportunities to team teach. These activities helped bring credibility to alternate teaching methods and contributed to changing the university culture. (RS)

ED 368 010 CS 508 520

O'Donnell, Karen
Computer Laboratory Assistant Interactions with Communication Students.
PUB DATE- Nov 93
NOTE- 35p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Students; Communication Problems; Communication Research; Computer Anxiety; *Computer Attitudes; Higher Education; *Interpersonal Communication; *Student Attitudes; *Teaching Assistants
IDENTIFIERS- Computer Users; Duquesne University PA

Although numerous studies focus upon computer attitudes and computer anxiety, relatively few studies analyze the interaction between a computer laboratory assistant and the individual who is asking the question. This paper begins with a brief overview of the literature that discusses attitudes towards computers, computer anxiety, and computer training considerations. The paper then discusses the work of J. L. Alty and M. J. Coombs who studied advisory services and interactions at the University of Liverpool. The paper concludes with a study of the interaction between lab assistants and 32 communication students at Duquesne University (Pennsylvania) to determine whether perceived future computer use affects the students' attitudes toward computers and increases interactions with computer laboratory assistants. The paper notes that these students will be required to use computers in the future because of their chosen career field. The paper reports that respondents with a higher prior computer experience level were more comfortable with using computers than those with lower prior computer experience levels, while hypotheses regarding sex differences in interaction with assistants and comfort in using computers were not supported. Sample students responses concerning attitudes toward predicted computer use are attached. Contains 47 references. (Author/RS)

Havenga); and (8) "From Communication Information to Communication Strategy" (Kobus Conradie). (RS)

ED 368 029 CS 508 542

Kruckeberg, Dean
Hippocrates and Bernays: A Medical Ethics Perspective on the Ethics of Public Relations.
PUB DATE- 18 Nov 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ethics; Higher Education; *Love; Metaphors; Models; Physicians; *Public Relations
IDENTIFIERS- Professional Concerns; *Professional Role

While comparisons of public relations practitioners and attorneys remain attractive among practitioners and scholars searching for evidence of public relation's emergence as a profession, practitioners would be better served by emulating physicians in their "healing" role rather than attorneys in their "advocacy" role. Public relations's use of the physician as metaphor must consider the healer as he supposedly and ideally performed his role in the past. Practicing a holistic and preventive type of medicine, such healers would have been given implicit license by their patients to provide virtually all types of advice about life and living. Such physicians might or might not be religious, but these healers would possess a "love" consistent with most people's religious beliefs. Although the concept of love is seldom discussed among public relations practitioners and scholars, love as a concept has utility in discussions of professional ethics and what constitutes "excellent" public relations. While love appears to have no place in the two-way asymmetrical model of public relations advocated by Edward Bernays, it is an essential component of James Grunig's model which demands symmetrical practice and a pro-active mandate for love. Dean Kruckeberg and Kenneth Starck's recommendation to restore and maintain the sense of community that has been lost in modern society lends itself well to the metaphor of the public relations practitioner as a "healing" (and "loving") physician. The ethics for such "excellent" practice remains simple: love. (RS)

ED 368 030 CS 508 543

Pagen, Michele
Life as Performance: Ethnographic Qualities in Performance of Self.
PUB DATE- Nov 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Research; Cultural Context; *Ethnography; Higher Education; *Research Methodology; *Self Expression; *Theater Arts
IDENTIFIERS- Conquergood (Dwight); *Performance Studies (Speech)

By adopting some of the methods used by ethnographic researchers, levels; (3) the necessity for spanning institutional boundaries in the educational system; and (4) the importance of institutional and individual capacity in shaping the outcomes of curriculum policy. Each chapter is accompanied by numerous references. The book also contains listings of the 1993-94 ASCD Board of Directors and ASCD Networks and Facilitators. (MLH)

ED 368 049 EA 025 673

Hughes, Larry W.; Ubben, Gerald C.
The Elementary Principal's Handbook: A Guide to Effective Action. Fourth Edition.
PUB DATE- 94
NOTE- 379p.; For the second edition, see ED 284 339.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; Elementary Education; Guidelines; *Leadership Responsibility; *Principals; *School Administration; School Effectiveness; *Work Environment
IDENTIFIERS- *Management Practices

Like the three previous editions, this book is organized into three parts: "Organizational Realities and Societal Impingements," "Leadership and Management Tasks and Functions," and "Leadership Processes." However, the book's composition and substance reflect the new demands on principals. Part 1 has four chapters exploring the internal and external roles and demands of the elementary principal. The first chapter discusses leadership complexity in an era of greater decentralization and site-based management. Chapter 2 examines culture building, chapter 3 reviews legal principles, and chapter 4 treats the effects of changing community dynamics on elementary school administration. Part 2, composed of 15 chapters, contains descriptions and guidelines to implement the principal's leadership and management functions. Topics include goal setting and implementation, strategies for engaging staff and students in problem solving, establishment of positive learning climates, curricular and instructional issues, personnel issues, "nuts-and-bolts" operations (fiscal planning, budgeting, accounting, and facilities management), and public relations functions. Part 3, comprised of one chapter, tackles executive decision-making at the school site. This chapter presents three theoretical models, describes practical applications, outlines strategies to involve stakeholders in decision-making, and presents the Vroom-Jago leadership model. Chapter references and an index are included. (MLH)

ED 368 050 EA 025 674

Melville, Thomas J., Jr.
Attacking Underachievement through the Pupil Assistance Committee.
PUB DATE- Feb 94
NOTE- 34p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (New Orleans, LA, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

Schools; *School Safety
IDENTIFIERS- *California

It is necessary to identify nonstructural hazards at the school site to reduce the possibly of injury in the event of an earthquake. Nonstructural hazards can occur in every part of a building and all of its contents with the exception of structure. In other words, nonstructural elements are everything but the columns, beams, floors, load-bearing walls, and foundations. Common nonstructural items include ceilings, lights, windows, office equipment, computers, files, and anything stored on shelves or hung on walls. In an earthquake, nonstructural elements may become unhooked, dislodged, thrown about, and tipped over; this can cause injury and loss of life, extensive damage, and interruption of operations. Ever since the Field Act of 1933, public school buildings in California have been constructed to meet stringent seismic design codes; however, attention was not given to nonstructural hazards until relatively recently. Title 24 of the California Code of Regulations now prescribes some nonstructural seismic safety elements for new construction in public schools, but many nonstructural hazards are still not covered. A checklist gives the nonstructural hazards known to be dangerous or problematic in earthquakes. Illustrations contain the specifications necessary to correct the particular nonstructural hazard. (Author/KDP)

ED 368 070 EA 025 704

Unacceptable Risk: Earthquake Hazard Mitigation in One California School District. Hazard Mitigation Case Study.
SPONS. AGENCY- Federal Emergency Management Agency, Washington, D.C.
PUB DATE- Nov 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Earthquakes; Educational Environment; *Educational Facilities Improvement; Elementary Secondary Education; *Emergency Programs; Financial Needs; Financial Support; Public Schools; *School Buildings; School Closing; *School Construction; School Location; *School Safety
IDENTIFIERS- *Berkeley Unified School District CA

Earthquakes are a perpetual threat to California's school buildings. School administrators must be aware that hazard mitigation means much more than simply having a supply of water bottles in the school; it means getting everyone involved in efforts to prevent tragedies from occurring in school building in the event of an earthquake. The PTA in Berkeley was dissatisfied with their school's earthquake preparedness and took their concerns to the district, as well as involved the larger PTA Council. The Hayward fault in Berkeley was the focus of the PTA's investigation. After heavy lobbying by the PTA, the School Board voted to allocate $193,000 for earthquake preparedness. The School Board identified four key tasks: (1) develop a districtwide disaster-preparedness plan; (2) provide training for staff involved in the plan; (3) stockpile emergency medical supplies; and (4) conduct structural and nonstructural hazard assessment. In an assessment of the school buildings around the Hayward fault, two schools were identified as hazards if an earthquake struck. The School Board voted to close one school completely and the other partially. One year later six more schools were identified as unsafe. Financial

Rocco, Susan
New Visions for the Developmental Assessment of Infants and Young Children.
PUB DATE- 4 Dec 93
NOTE- 7p.; Paper presented at the Zero to Three Biennial National Training Institute (8th, Washington, DC, December 2-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Clinical Diagnosis; *Developmental Disabilities; *Disability Identification; Early Childhood Education; Educational Diagnosis; *Labeling (of Persons); *Parent Attitudes; Parent Rights; *Student Evaluation

This paper describes the process of developmental assessment of infants and young children from a parent's perspective. The artificial and arbitrary nature of most assessments is bemoaned as failing to adequately recognize children's abilities that may be readily evident to parents in more natural settings. Assessments emphasizing children's failure to meet a certain developmental milestone on schedule are criticized as counterproductively negative and disempowering, as is the accumulation of diagnostic labels that often occurs as a result. Four cartoons illustrate the paper. (PB)

ED 368 090 EC 302 835

Arthur, Michael; Butterfield, Nancy
Creating Communicative Contexts: An Australian Study.
PUB DATE- Nov 93
NOTE- 17p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (Chicago, IL, November 4-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Educational Environment; Elementary Secondary Education; Foreign Countries; *Interpersonal Competence; Models; Program Development; *Severe Disabilities; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Australia (New South Wales)

This paper reports on a statewide project in New South Wales, Australia, in which 241 teachers of students with moderate or severe disabilities responded to a survey concerning their needs and concerns in the area of communication interventions. A large number of teachers expressed a need for support in assessment, programming, and instructional practices. Twenty-two percent of respondents requested speech pathology services. A conceptual framework for intervention is explored, stressing an interactive and multi-level approach to the functions, forms and social aspects of the communication process. An instruction manual for this framework is introduced and discussed in terms of its basis in both the identified concerns and needs of practitioners working in the field and the directions evident in empirical literature. This manual is intended to serve as a stimulus to change in the ecology of learning environments, program design and implementation. The manual's individual sections address the following areas: (1) assessment, (2) programming, (3) instruction, (4) development from pre-intentional to intentional communication skills, (5) development from intentional to symbolic communication skills, and (6) extension of symbolic communication skills. (Contains 30 references.) (PB) and office work for which they are paid an hourly wage. Students who consistently receive positive work evaluations are recommended for internships, in which students perform volunteer or paid work at other sites, such as retail shops, pet stores, libraries, and service stations. Frost Center students also take a career education course, to help them learn about the world of work and independent adult living. (JDD)

ED 368 109 EC 302 863

Self-Determination. Feature Issue.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; Children; Daily Living Skills; *Developmental Disabilities; Early Intervention; Environmental Influences; Intervention; *Personal Autonomy; *Self Determination

This theme issue explores the relevance of self-determination for persons with developmental disabilities across the life span, ways in which it is or can be expressed, and obstacles to its exercise. The articles show the futility of enhancing self-determination by teaching choice-making skills if environments offer no opportunities to exercise them; offer strategies for facilitating self-determination; and present examples of individuals with developmental disabilities claiming their right to direct their own lives. Titles and authors of major articles include: "Standing Together: One Family's Lessons in Self-Determination" (Kris Schoeller); "Self-Determination: It's Not Just for Adults" (Brian Abery); "Facilitating Self-Determination through Early Intervention" (Ann Eggebeen and Annetta Leigh); "Daily Self-Determination for Young Children" (Jean Mendenhall and Marijo McBride); "Self-Determination as an Educational Outcome" (Michael Wehmeyer); "Self-Determination: A Means to an End" (Michael J. Ward); "MAPS: A Strategy for Promoting Self-Determination" (MaryBeth Doyle and others); "Transition and Self-Determination: Putting the Promise into Practice" (Sandy Thompson and Stephanie Corbey); "People First Facilitates Student Self-Determination" (Ruthie Beckwith); "A New Era of Self-Determination" (Michael D. West and others); "Guardianship and Self-Determination" (David Flower); "The Journey toward Self-Determination" (Peter "Skip" Sajevic); and "What about Environment?" (Brian Abery and John Smith). (JDD)

ED 368 110 EC 302 864

A College Selection Guidebook for Students with Disabilities, Their Parents, and High School Staff.
PUB DATE- Jun 93
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Bound Students; *College Choice; College Preparation; Community Colleges; Decision Making; *Disabilities; Educational Planning; Higher Education; High

(150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Behavior Disorders; *Disabilities; Educational Cooperation; Grades (Scholastic); Hearing Impairments; High Schools; *Instructional Effectiveness; Learning Disabilities; Limited English Speaking; *Mainstreaming; Mild Mental Retardation; Program Evaluation; Reading Comprehension; *Regular and Special Education Relationship; Teaching Models; *Team Teaching
IDENTIFIERS- Monongalia County Schools WV; *Teacher Collaboration

Morgantown (West Virginia) High School developed and implemented a collaborative teaching service delivery model, in which special education students enrolled in given subjects were mainstreamed into regular classes. A regular educator and a special educator were jointly assigned to the classroom to team teach the curriculum. The special and regular educators were jointly responsible for choosing teaching methods, curriculum formats, learning strategies, study skills, and evaluation methods for all students. The regular educator contributed expertise in content matters, whereas the special educator contributed expertise in learning, modification, and evaluation strategies. This paper evaluates whether the program was an effective teaching tool. Fifteen classes were included in the evaluation, involving eight regular educators, five special educators, and a total of 318 students. Special education students had learning disabilities, hearing impairments, behavior disorders, mild mental impairments, or limited English proficiency. Results are analyzed in terms of reading comprehension scores, previous grades in traditional classes, grades in the collaborative teaching program, comparison by student category, teaching team and content area interactions, mean grade point overall and by content area, and grade changes for individual students. Analysis indicated that all students in the Collaborative Teaching Program performed equivalently, despite substantially poorer reading comprehension scores of special education students. All students' grades improved after their enrollment in collaboratively taught classes. (JDD)

ED 368 128 EC 302 883

Guess, Doug; And Others
Replication and Extended Analysis of Behavior State, Environmental Events, and Related Variables in Profound Disabilities.
PUB DATE- Nov 93
NOTE- 53p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (Chicago, IL, November 4-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arousal Patterns; *Behavior Patterns; Children; Developmental Disabilities; Elementary Secondary Education; *Environmental Influences; *Multiple Disabilities; Neurology; Preschool Education; *Severe Disabilities; Youth
IDENTIFIERS- *Behavior States

This investigation analyzed information pertaining to behavior states and their relationship to numerous environmental, physiological, and demographic variables and events. The 66 participants ranged in age from 1 to 21 years and were classified as having profound and multiple disabilities, with developmental ages that ranged to 24 months. Behavior state and environmental codes were used to collect continuous data over an extended time period for subjects in 21 different period after ATS participation. Students reported high academic achievement, high aspirations for advanced degrees, and impressive career objectives. Their responses reflected healthy self concepts, strong personal values, and inner-directed locus of control. They described themselves as independent, practical, and stable. There was no indication of any systematic negative impact from academic acceleration or from participation in the ATS summer school. Students reported fond memories of and satisfaction with their experiences in the program. (Contains 15 references.) (JDD)

ED 368 147 EC 302 908

Gifted Education Program Descriptive Summary Report: School Year 1991-92.
PUB DATE- Nov 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Ability Identification; Delivery Systems; Elementary Secondary Education; Ethnic Groups; *Financial Support; *Gifted; Minority Groups; Program Evaluation; *Special Education; Staff Development; *State Programs; *Student Characteristics
IDENTIFIERS- *Illinois

This report provides descriptive data and analyses of information concerning Illinois public school gifted education programs, gathered via the fiscal year 1992 Gifted Education Program Evaluation Report. The report describes the student population, program type and content, staff training, and funding during school year 1991-92. Highlights of the findings include: (1) during 1991-92, 167,974 Illinois elementary and secondary students were identified as gifted/talented; (2) identified students comprised 9 percent of the total public school enrollment; (3) Blacks and Hispanic students comprised higher percentages of overall enrollment than gifted enrollment, while the reverse was true for Asian students; (4) elementary level classes were primarily enrichment, either in pull-out or regular classroom settings, while secondary-level classes were primarily of the accelerated type; (5) almost all school districts reported participation in staff training related to gifted education; (6) state expenditures for gifted education represented 15 percent of total reported expenditures; (7) females outnumbered males in gifted education by 52.4 percent to 47.9 percent. Appendixes contain a copy of the reporting form, definitions of terms, and program content codes. (JDD)

ED 368 148 EC 302 909

Bishop, Kathleen, Ed.
Aging, Disabilities, Advocacy and Environmental Design. Annotated Bibliography.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Accessibility (for Disabled); *Advocacy; *Aging (Individuals); Design Requirements; *Developmental Disabilities; Disabilities; Elementary Secondary Education;

chapter outlines and appraises the various explanations that have been offered for evidence of an age factor in language acquisition, including the aging of the senses, language interference or competition, neurolinguistics and the critical period, cognitive developmental views, affect and motivation, age and input, and the psychogrammar "decoupling" hypothesis. This chapter goes on to sketch the relationship between the age question and one particular model of language, Chomskyan nativism. Chapter 6 explores two major language issues in education linked to age: second language instruction at the elementary school level, and second languages for older adult learners. A substantial bibliography is included. (MSE)

ED 368 167 FL 021 821

Crookes, Graham, Ed.; Gass, Susan M., Ed.
Tasks and Language Learning: Integrating Theory and Practice. Multilingual Matters 93.
PUB DATE- 93
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assignments; Case Studies; *Class Activities; Classroom Techniques; Communicative Competence (Languages); Difficulty Level; *Grammar; Immigrants; Interaction; Interlanguage; Interpersonal Communication; Language Patterns; Language Proficiency; *Learning Theories; Second Language Instruction; Second Language Learning; *Second Languages; Theory Practice Relationship
IDENTIFIERS- *Foreigner Talk; Repairs (Language)

Essays on second language teaching focuses on how the kinds of tasks performed by the learner relate to language output. "Choosing and Using Communication Tasks for Second Language Instruction" (Teresa Pica, Ruth Kanagy, Joseph Falodun) contains a taxonomy of communication task types, based on the concepts of goal and activity, particularly with reference to classroom pedagogy and learning theory. "Interlocutor and Task Familiarity: Effects on Interactional Structure" (India Plough, Susan M. Gass) looks at the extent to which task participants' familiarity with each other and with task type affect the linguistic outcome. "Tasks and Interlanguage Performance: An SLA Research Perspective" (Patricia A. Duff) presents naturalistic research on an immigrant's second language acquisition, focusing on lexical variety and syntax (nominal reference and negotiation). In "Variation in Foreigner Talk Input: The Effects of Task and Proficiency" (Ian M. Shortreed), the study is concerned with the effects of task complexity and learner proficiency on linguistic reduction and on communication and repair strategies. "Grammar and Task-Based Methodology" (Lester Loschky, Robert Bley-Vroman) argues that despite the communicative orientation of tasks in materials and curricula, there is a role for tasks in structurally-oriented second language teaching. (MSE)

ED 368 168 FL 021 822

Ieong, Sylvia S. L.
Reflections on the Language Issues in Macau: Policies, Realities, and Prospects.
PUB DATE- 93
NOTE- 11p.

English. The data also suggest a need to review the assumption that formal rather than local varieties of English should be taught in Papua New Guinea higher education. (Contains 38 references.) (MSE)

ED 368 187 FL 021 943

Moody, James
Possibilities for Research into LSP: An Exercise at Unitech.
PUB DATE- 17 Sep 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Problems; Communication Skills; Engineering Education; *English for Special Purposes; Foreign Countries; Higher Education; Language Research; *Language Role; *Languages for Special Purposes; Language Usage; Skill Development; *Technical Writing; Uncommonly Taught Languages; *Writing Exercises
IDENTIFIERS- Papua New Guinea; Papua New Guinea University of Technology; *Simplification (Language); Tok Pisin

A discussion of the teaching of languages for special purposes (LSP) argues for giving greater attention to the learner's actual language needs. It suggests that conventional English for special purposes (ESP) is inadequate for the unique linguistic context of Papua New Guinea, and that further research be undertaken into implications of such an environment for LSP. An experiment at the Papua New Guinea University of Technology is then described. The effort emerged from an ESP assignment in which engineering students were asked to write about a technical topic, and had difficulty in making the topic comprehensible to an uninitiated audience. In the second semester, focus was shifted from academic to occupation-oriented English. Students were asked to consider the differences between academic and occupational language use, then rewrite, from memory, on the earlier topic but for an audience of secondary-school-trained workers. They then wrote another paper for an even less-educated audience, in Tok Pisin, and defined specific technical terms in Tok Pisin or an English/Tok Pisin mix. Other writing exercises also focused on simplification and translation into Tok Pisin. The activities illustrate the value of emphasizing the communicative function of language, even technical language, in teaching LSP. (Contains 37 references.) (MSE)

ED 368 188 FL 021 946

Allen, Barbara
Integrating English as a Second Language and Mathematics Instruction in the Elementary Grades.
PUB DATE- Dec 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Communication; Classroom Environment; Classroom Techniques; Educational Strategies; Elementary Education; *English (Second Language); *Instructional Design; *Interdisciplinary Approach; *Mathematics Instruction; Second Language Instruction; *Vocabulary Development
IDENTIFIERS- Content Area Teaching

Instruction; *Research Projects; Second Language Instruction; Staff Development; Urban Areas
IDENTIFIERS- *Philadelphia School District PA

This paper describes research conducted to evaluate a program designed to meet the needs of Asian Limited English Proficient (LEP) students in the School District of Philadelphia. The program was the result of a negotiated settlement in a lawsuit filed against the school district in 1985, which alleged that the district was failing to meet the needs of Asian immigrant and refugee children. The settlement resulted in the creation of the Remedial Plan for Asian LEP students, which provided for various curriculum, staff, and program changes to improve the educational opportunity of Asian LEP students. Several studies conducted between 1990 and 1991 have found that: (1) a considerable gap existed between the techniques that teachers of Asian LEP students reported they were using and actual practice; (2) teacher participation in staff development programs could be better supported and funded by the district; and (3) most Asian LEP students felt that mainstream classes with native speakers of English would be more helpful in improving their English skills than sheltered or co-taught classes. Although many changes that benefit both Asian and non-Asian LEP students have taken place, much still needs to be done to make curriculum and staff development programs more effective. (MDM)

ED 368 209 FL 022 000

Fanselow, John F.
Contrasting Conversations: Activities for Exploring Our Beliefs and Teaching Practices.
PUB DATE- 92
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Classroom Communication; *Classroom Observation Techniques; Classroom Techniques; *Communication Problems; Elementary Secondary Education; *Feedback; Instructional Materials; *Interpersonal Communication; Language Role; Language Styles; Language Usage; Listening Comprehension; Media Selection; Nonverbal Communication; Self Evaluation (Individuals); Teacher Attitudes; *Teacher Education
IDENTIFIERS- *Reflective Teaching

This guide addresses problems in communication occurring between teachers in training and their observers/trainers, particularly after an observation session. It presents a series of activities intended for workshop use and designed to encourage communication that conveys intention and meaning more effectively. The activities include exercises in processes common in teaching (grouping, selecting, observing, interacting), but do not necessarily involve classroom-type activities. Chapter topics include: the grouping process; reconstructing observed lessons; having conversations about teaching; nonverbal communication; alternative types of feedback; patterns in classroom talk; the nature of comprehension; relating the classroom to the outside world; selecting and using materials; greeting and interacting with students; examining goals; and looking at different types of communication. A bibliography and visual aids are appended. (MSE)

ED 368 210 FL 022 007

IDENTIFIERS- *Arkansas

This document reports data on full-time equivalent (FTE) enrollment and student semester credit hour (SSCH) production in Arkansas' state higher education institutions for 1987-88 in 7 figures and 29 tables. Data on FTE enrollment show it rose 2 percent over the previous year, the second consecutive increase in FTE enrollment with most of the change occurring at the undergraduate level. Trends in SSCH production at state universities over 5 years show increases in communication, education, foreign languages, basic skills, and protective services. At public two-year institutions SSCH production has increased in social sciences and visual and performing arts. A section on SSCH offers tables showing production by discipline from 1983-84 through 1987-88, by occupational codes and programs, and by public 2-year institutions' production by discipline for 1987-88 and for 1985-87 through 1987-88. The report also includes data briefs analyzing trends in basic skills or remedial education. State legislators have mandated testing, standards, and remedial education programs. There are also data briefs on education, engineering, and foreign languages. Appendices provide institutional SSCH production tables and institutional names and abbreviations. (JB)

ED 368 230 HE 027 125

Annual Full-Time Equivalent Enrollment and Student Semester Credit Hour Production in Arkansas State Institutions of Higher Education, 1988-89.
PUB DATE- Jan 90
NOTE- 63p.; For 1987-88, 1990-92 reports, see HE 027 124-127.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Basic Skills; College Students; *Credits; Engineering Education; Enrollment; Enrollment Rate; Enrollment Trends; *Full Time Equivalency; Higher Education; Intellectual Disciplines; Language Enrollment; Majors (Students); Remedial Instruction; Second Language Learning; State Colleges; Tables (Data); Teacher Education; Two Year Colleges
IDENTIFIERS- *Arkansas

This publication reports full-time equivalent (FTE) enrollment and student semester credit hour (SSCH) production in Arkansas' state higher education institutions for 1988-89 in 9 figures and 29 tables. Data on FTE enrollment show it rose 3.9 percent over the previous year, the third consecutive increase in FTE enrollment with most of the change occurring at the undergraduate level. SSCH production at state universities was 1,769,630 in 1988-89, its highest number since 1985-86 with increases in communication, education, foreign languages, multidisciplinary and interdisciplinary studies, psychology, protective services, and social sciences. The report includes tables showing SSCH by discipline from 1984-85 through 1988-89 at public four- and two-year institutions. Another section shows SSCH production by occupational codes at two-year and four-year institutions and from 1984-85 to 1988-89. The report also includes data briefs analyzing trends in selected disciplines. including basic skills or remedial education (for which there are new state mandates), education, engineering, and foreign languages. Appendices provide institutional SSCH production tables and institutional names and abbreviations. (JB)

ED 368 231 HE 027 126

Development, covers the following topics: finding a vocation, turning hobbies and interests into careers, finding information about specific fields, planning for college and graduate school, using internships and volunteer work, finding a job, and reconsidering the meaning of success and failure. A resource guide lists 85 print sources and 8 organizations. (SK)

ED 367 772   CE 064 405

Dyer, W. Gibb, Jr.
The Entrepreneurial Experience: Confronting Career Dilemmas of the Start-up Executive. The Jossey-Bass Management Series.
PUB DATE- 92
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults; Business Administration; Business Education; *Career Development; Career Education; Career Ladders; Change; *Change Strategies; *Coping; *Decision Making; *Entrepreneurship; Family Influence; Family Work Relationship; Life Events; *Problem Solving; Responsibility; Retirement; Self Employment; Small Businesses

This book presents the personal, professional, and family dilemmas that entrepreneurs face at each stage of their careers and discusses strategies to manage such problems successfully. The material was gathered in the following ways: (1) interviews with 14 entrepreneurs; (2) 70 case studies of entrepreneurial firms; (3) analysis of biographies of 11 entrepreneurs; (4) in-depth studies of 4 firms; and (5) feedback from a panel of entrepreneurs on a list of 15 dilemmas. Chapters 1-4 on early career dilemmas describe entrepreneur attributes, highlight issues surrounding getting resources to start a business, describe problems entrepreneurs face in working with partners and boards of directors, and point out difficulties entrepreneurs encounter as they attempt to balance work and family. Chapters 5-8 focus on midcareer issues. Chapter 5 discusses the potential stress and loneliness of the entrepreneurial life-style and presents coping strategies. Chapter 6 gives advice on how to maintain control of a growing enterprise. Chapter 7 explores problems associated with turning an entrepreneurial firm into a professionally managed organization. Chapter 8 presents dilemmas that accompany the hiring of family members. Chapters 9-11 discuss late-career issues: psychological dilemmas as entrepreneurs think about retirement; planning for succession and preparing the business for the future; and transferring personal values and financial assets to one's family. Chapters 12 and 13 present strategies that family, co-workers, and consultants can use to help entrepreneurs succeed and discuss key attributes that help entrepreneurs achieve career success and strategies for developing them. Appendixes include chapter notes and subject index. (YLB)

ED 367 773   CE 064 414

Morrison, Robert F., Ed.; Adams, Jerome, Ed.
Contemporary Career Development Issues.
PUB DATE- 91
NOTE- 178p.; Series in Applied Psychology.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Career Change; *Career Development;

training strategy is that of transference, which means training promoters and having them in turn train grassroots groups. Another training model is based on participatory methods. Other key issues that must be resolved on a program-by-program basis are payment/funding of promoters and the relationship between promoters and professionals. (MN)

ED 367 790 CE 065 782

Vandegrift, Judith A.; Danzig, Arnold
School-to-Work Transition: Tensions between Policy and Workplace Opportunities in Rural Arizona.
PUB DATE- 5 Nov 93
NOTE- 21p.; Paper presented at the Meeting of the Arizona Educational Research Organization (Tucson, AZ, November 5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Policy; *Education Work Relationship; *Employment Opportunities; High Schools; Job Placement; Policy Formation; Public Policy; *Relevance (Education); Rural Areas; *Rural Education; *Vocational Education
IDENTIFIERS- *Arizona

Two major assumptions underlying the school-to-work transition movement are that public high schools have failed to provide adequate preparation for the school-to-work transition and that work experiences exist into which states can "plug" young workers for pay. These assumptions were analyzed from the standpoint of their applicability to and implications for rural Arizona. The analysis was based on a literature review and interviews with four people involved in the development of Arizona's transition policy. The analysis revealed that, although certain measures of school accountability (dropout rates and educational attainment) indicate that Arizona's rural schools may have failed to prepare students for work, a good deal of the problem stems from the nature of the rural workplace itself. The analysis further established that rural Arizona generally lacks jobs into which high school students can be placed for pay and that those jobs that are available for rural youths are not the kinds of "work-based experiences" encouraged by the School-to-Work Opportunities Program. It was recommended that policymakers responsible for shaping school-to-work transition programs shift their focus to making such programs developmentally appropriate and, in the case of rural programs, focus on: (1) how best to prepare youths who leave to compete successfully elsewhere; and (2) how to help youths who stay in rural areas achieve success. (Contains 17 references.) (MN)

ED 367 791 CE 065 784

Heat Energy. 7th and 8th Grade Agriculture Science Curriculum. Teacher Materials.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 93
NOTE- 83p.; For the other titles in this set, see CE 065 785-789.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Production;

assessment and lesson planning; tutor readiness evaluation; and the tutor-learner match. Chapters may include some or all of the following: exercises, sample forms, checklists, and case studies of actual people. Appendixes have the following contents: learner goals and interests; reading/writing inventory; listening skills; D'Nealian alphabet; personal word list; 300 most frequently used words in rank order; signs in capitals; useful words for filling out forms; suggested key words; word patterns; learner/tutor agreement; discovery method for skills and drills; spelling and adult student; teaching suggestions for adults with suspected learning disabilities; checklist for evaluation of adult basic reading material; lesson plan; and 50-item bibliography. (YLB)

ED 367 810 CE 065 840

A Resource Guide for Reaching and Teaching Older Persons. A Section 353 Demonstration Project. 1991/92.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Aging (Individuals); Educational Needs; Functional Literacy; Information Sources; *Literacy Education; *Older Adults; *Outreach Programs; Program Implementation; Publicity; Resource Materials; Student Motivation; *Teaching Methods
IDENTIFIERS- 353 Project; *Florida

This resource guide contains guidelines and information (much of which is specific to Florida) on organizing and implementing literacy programs to reach and teach functionally illiterate older adults. Section 1 presents a profile of illiterate older adults and guidelines for linking existing programs and services and lists organizations involved in adult literacy programs in Florida. Section 2 outlines outreach strategies, explains and provides examples of communication tools proven effective in literacy program expansion and publicity campaigns, and lists 17 Floridians available to speak on literacy education. Included in section 3 are the following: suggestions for motivating older adults, a discussion of the rationale behind literacy programs for older adults, and discussions of the curricula of three literacy programs (the Laubach Way to Reading, Literacy Volunteers of America, and the Florida Department of Adult and Community Education's Life Skills Curriculum for Senior Adult Learners). Section 4 contains the following: lists of 27 sources of technical assistance on literacy education and 50 resources on aging and working with older adults, a reprint of "Standard Periodical Directory" entries under the category "senior citizens," reviews of videos on older adults and literacy education, and a list of major publishers of large-print books. (MN)

ED 367 811 CE 065 841

Gardner, Dan
The Florida Adult Homeless Literacy and Basic Skills Assistance Project 1992-1993. Program Evaluation Summary.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Education Work Relationship; *Employed Women; *Job Skills; Labor Market; *Mathematics Skills; Nontraditional Occupations; *Salary Wage Differentials

Data from the Current Population Surveys of October 1984, October 1989, and January 1991 were used to examine the role of computer and mathematical skills in the U.S. labor market from 1984-91. Particular attention was given to their actual and potential effect on the economic status of women. Data confirmed the overall increase in the education level of workers in the U.S. economy. Findings were as follows: college-educated women and men were equally likely to use computer skills on the job; at any other level of education, women were much more likely to use computer skills at the workplace; and the gap between men and women in the rate of computer use widened between 1984-91. The higher rate of computer use among women was a reflection of the continuing segregation of men and women across occupations and industries. Use of computers was highly correlated with use of math on the job. Regression analysis showed that the economy-wide returns to computer use ranged from 13.1 to 18.8 percent in 1991 or about 2 percentage points higher than in 1984 and that, at the level of individual workers, computer skills rewarded men and women equally well. Because women used computers at a higher rate, the gap in average earnings between men and women narrowed slightly with the spread of computers at the workplace. (Appendixes include the following: 24 references, alternative classifications of occupations, job training requirements and skill upgrades, definition of regression variables, and standard errors of parameter estimates.) (YLB)

ED 367 830 CE 065 886

Parker, Stella; Gray, Sue

Good Practice in Continuing Vocational Education: The Role of Academic Staff. UCACE Occasional Paper No. 10.

SPONS. AGENCY- Department of Education and Science, London (England).

PUB DATE- May 92

NOTE- 36p.; For related documents, see ED 361 519 and CE 065 887-888.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Colleges; *Continuing Education; Demonstration Programs; Educational Research; Excellence in Education; Faculty Development; Foreign Countries; Higher Education; *Teacher Attitudes; *Teacher Effectiveness; Teacher Evaluation; *Teacher Motivation; Teacher Qualifications; *Teacher Role; *Vocational Education; Vocational Education Teachers

IDENTIFIERS- Great Britain

A study concentrated on the occupational goals of academic staff in British higher education who work for some or part of their time as practitioners of continuing vocational education (CVE). The sample consisted of 27 academic staff working in 3 polytechnics, 4 universities, and 1 polyversity and 3 Regional Development Agents (RDAs). The instrument was a semistructured questionnaire, identical for all academic staff and slightly modified for the RDAs. All respondents believed the main purpose of CVE was to encourage good relations on behalf of the institution and the local community by providing high quality training responsive to market needs. Senior staff and practitioners described excellence in a CVE practitioner in terms of personal characteristics and knowledge- and skill-

DESCRIPTORS- Access to Education; Adult Education; *Corporate Education; Creative Writing; *Educational Attitudes; *Educational Benefits; *Education Work Relationship; Foreign Countries; *Unskilled Workers; Weekend Programs; Work Attitudes
IDENTIFIERS- *England; Tuition Benefit Programs; *Workplace Literacy

In April 1992, 16 individuals who were all employed in manual or nonsupervisory jobs and who had all participated in employer-funded adult education courses offered partly or entirely during work hours attended a weekend retreat in the north of England. They spent the weekend talking and writing about their experiences with work-based learning, its effect on their lives, and the broader benefits of work-based education programs. This book presents the collected writings of the weekend program's participants. The writings are in various formats, including reports, essays, and poems. In the introductory section, two participants describe their involvement in workplace learning and its significance in their lives. The writings in chapters 1 and 2 describe typical workdays in the lives of service occupation and factory workers, and the poems and essays in chapter 3 focus on the participants' reasons for taking work-based adult education courses and the personal and career benefits of the courses. The works presented in chapter 4 offer reasons why giving employees access to education during work time benefits employers and include points for employers to consider when developing work-based learning programs. In chapter 5, participants offer their views of the weekend retreat. (MN)

ED 367 848 CE 065 916

Smart Consumer Lesson Plans.
PUB DATE- 93
NOTE- 234p.; Prepared in partnership with the New Jersey Home Economics Association, the County and Municipal Consumer Agencies of New Jersey, the New Jersey Marketing Education Association, and the New Jersey Council on Economic Education.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; Behavioral Objectives; Budgeting; Consumer Economics; *Consumer Education; Consumer Protection; Decision Making; Elementary Secondary Education; Goal Orientation; Learning Activities; Lesson Plans; *Money Management

Lesson plans are provided for use with different populations of pre-K through senior high school students in four different areas of consumer education. Eight units in advertising are included: A First Look at Ads (pre-K-Grade 3), Don't Judge a Book by Its Cover (Grades 1-3), Fatal Distraction (Junior High), Package Labeling (Junior High), Product Comparison and Evaluation (Junior High), Consumer ADventure (Junior High), What Is a Sign? (Senior High), and Unit Pricing and New Nutrition Labels (Senior High). In the area of automobiles, one unit, The Best Car for You (Senior High), is accompanied by additional resources. Four units deal with personal finance: Mother's Day Flower Sale (Special Education), Budgeting (Grades 4-6 Gifted and Talented), Budgeting (Senior High), and Values, Decision Making, and Goal Setting (Senior High). Choosing the Right Toys is a unit for K-3. Each unit takes four to seven class periods. Each lesson plan may contain some or all of the following: plan goals and summary, reasons, objective, sequence of activities for each day, handouts, evaluation, and list of

ED 367 867 CE 065 954

Intercultural Communications Skills Conference Proceedings (Townsville, Queensland, Australia, July 1-3, 1990).
PUB DATE- Jul 90
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cross Cultural Training; *Cultural Awareness; Cultural Differences; *Cultural Interrelationships; *Cultural Pluralism; Elementary Secondary Education; Foreign Countries; *Intercultural Communication; *Multicultural Education; Postsecondary Education
IDENTIFIERS- *Australia

This document contains 11 papers presented at a conference on multicultural issues such as cultural identity, stereotyping, and verbal and nonverbal communication: "Intercultural Communication--An Overview" (Karen Dennien); "Cultural Identity, Communication and Community Relations" (Lyn Trad); "Immigration to Australia" (Mary Woods); "Culturally Appropriate Service Delivery: A Non-Government Service Provider's Perspective" (Claude Hedrick); "If I'm Not Like You, What about Us? (Cooperation and Competition between Ethnically Different Children" (Anne V. Bleus); "Utilizing Co-Nationals as Support Network Members--The Case of Asian Women" (Pauline Meemeduma); "The Rehabilitation Unit for Survivors of Torture and Trauma (TRUSTT): A Response to the Torture Survivor and the Family" (Aidene Urquhart); "Aboriginal Issues" (Alec Illin); "Legal Professionals" summary only (Steve Karas); "Cultural Identity: The Representation of 'Australianness'" (Michael Singh); and "Remote and Rural Issues (Margaret Jones, Noni Sipos). (KC)

ED 367 868 CE 065 956

Sachs, Sharon
Balancing Work and Family through Flexible Work Options. Monograph. Volume 9, Number 1.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Employed Parents; *Employed Women; Employment Practices; *Family Work Relationship; *Flexible Working Hours; Job Satisfaction; *Job Sharing; *Part Time Employment; Productivity; Work Environment

More than 58 percent of all women working in the U.S. labor force, many of them sole supports of their families, and 67 percent of women with children under age 18 are working. Therefore, more flexible work options are being made to allow a balance of work and family. Increasingly available options include work at home, compressed workweeks, resources for elder and child care, job sharing, part-time employment, telecommuting, and flextime. Making use of flexible work arrangements, however, may have negative effects on one's career, such as limited work responsibilities, ineligibility for promotions, no salary increases, lack of prorated benefits, and lack of visibility. Benefits include the chance to keep current in one's occupation, continued identification with the investigating methods to increase enrollment in adult education programs; developing and using techniques to reduce student anxiety; becoming aware of the situations that contribute to the dropout rate in adult education classes and methods to meet the students' needs in order to lower the rate; and increased their ability to communicate effectively with students who display problems in hygiene, substance abuse, and disruptive behavior. Post evaluation forms completed the day of the workshops and follow-up evaluation forms completed 1 month after the workshop was held confirmed teacher comments that the workshops had been helpful and they were using the techniques in their programs. (Appendixes include the workshop evaluation forms and a list of participants.) (KC)

ED 367 887 CE 066 038

The Platinum Historical Literacy Class. A 353 Project Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 93
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Demonstration Programs; Literacy Education; *Local History; *Older Adults; Outcomes of Education; *Personal Narratives; Program Implementation; Reminiscence; *Student Motivation; *Writing Instruction
IDENTIFIERS- 353 Project; Pennsylvania (Schuylkill County)

A pilot adult basic education (ABE) language experience curriculum was designed and implemented with older adults in Schuylkill County, Pennsylvania. The objectives were to improve writing skills, to increase self-esteem, and to create a historical record of the area as seen through the eyes of the average older citizen who had lived through many eras. The writings were compiled into a book written by a cross-section of people. The book will become a component of selected social studies curricula throughout the county and will also be available at a local store. As a result of the project, the average reading gain was .4; the pre- and postcourse writing samples showed an average improvement of 12 points; and a self-esteem survey increased from pre- to postadministration by an average of 15 points. Evaluation of the project revealed that the senior citizens were motivated by a desire to share their experiences, not by a need for academic gain, and they tended to remain in the class only as long as they were interested (the course enrollment dropped from 30 to 13 during the project). However, some students were extremely enthusiastic. (The document includes the writing sample evaluation scale, a self-esteem survey, a curriculum synopsis, and the book of reminiscences produced during the project.) (KC)

ED 367 888 CE 066 039

Project Learn To Vote. A 353 Special Project. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

before the Employment, Housing, and Aviation Subcommittee of the Committee on Government Operations. House of Representatives, One Hundred Third Congress, First Session.
PUB DATE- 29 Apr 93
NOTE- 247p.; Some small type may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; *Disadvantaged; Education Work Relationship; *Employment Programs; *Federal Programs; Hearings; *Job Training; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; Program Implementation; Program Improvement; School Business Relationship; Urban Education
IDENTIFIERS- Congress 103rd; *Job Training Partnership Act 1982; Private Industry Councils

This document records the oral and written testimony of witnesses at a Congressional hearing held in April 1993 to assess the costs and outcomes of the Job Training Partnership Act (JTPA). Witnesses included officials from the U.S. Department of Labor, the General Accounting Office, consultants retained to evaluate the program, and several local Private Industry Councils (PICs). Testimony noted that approximately 36 million people face some type of employment barrier and are eligible to participate in JTPA programs, but fewer than 2.5 percent are actually being served, and only two-thirds of the participants are successfully completing their training and finding employment. According to a Labor Department official, JTPA programs have done a good job in training for occupational skills and job search methods, but have not provided very much help in improving reading and mathematics skills in persons with deficiencies in these areas and have done little in the areas of persons with disabilities. Only about half the program participants found jobs after completing their programs; of these, only half found them through program assistance. More than half the jobs paid less than $5 per hour. Many of the JTPA programs operate in isolation and they fail to serve the most economically disadvantaged persons. However, PIC officials also offered examples of programs that have been very successful. (KC)

ED 367 910 CE 066 161

Review of Nutrition Research and Education Activities. Hearing before the Subcommittee on Department Operations and Nutrition of the Committee on Agriculture. House of Representatives, One Hundred Third Congress, First Session.
PUB DATE- 15 Jul 93
NOTE- 245p.; Serial No. 103-28.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Health; *Educational Needs; Food Standards; *Health; Hearings; Higher Education; *Nutrition; Nutrition Instruction; *Program Implementation; *Research; *Research Projects
IDENTIFIERS- Congress 103rd; *Department of Agriculture

This document records the oral and written testimony given at a Congressional hearing on nutrition research and education as carried out by the U.S. Department of Agriculture. Witnesses included officials from the Department, professors and administrators from various university nutrition programs, and medical doctors. Testimony stressed the expanding role that nutrition is playing and should play in the improvement of the women on Aid to Families with Dependent Children who are high school dropouts, and to enhance the learning and development of their children as well. Chapter 1 supplies a context for understanding the report and its findings. After a statistical overview of sample members' activities after receiving their high school equivalency certificate, Chapter 2 explores the meaning of progress for this group of young women. Chapters 3 through 5 cover the experiences of these young women in the workplace, at school, and in their personal lives. Chapter 6 considers the women's backgrounds before they joined New Chance, then examines their experiences in the program, and, finally, considers their activities after leaving New Chance. Chapter 7 takes note of the significant degree of variation within the sample and its implications for program design. Chapter 8 reviews the study's key findings and then suggests lessons and possible directions for research, programs, and policies that arise from these findings. (NB)

ED 367 930 CG 025 307

Silker, Gary L.; And Others
University Counseling Center Client Satisfaction Surveys: A Four Study Review.
PUB DATE- 31 Mar 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; *Client Characteristics (Human Services); College Programs; *College Students; *Counseling Services; Depression (Psychology); Higher Education; Interpersonal Relationship; *Participant Satisfaction; School Counseling; Self Esteem; Stress Variables; *Student Attitudes

Counseling services evaluation studies were conducted at one university counseling center in 1987, 1990, 1991, and 1993. The 1987 survey was a comprehensive effort to obtain data from 1,000 students living on campus. The next three surveys used a brief format of 50 items, focusing on current counseling center clients. Subjects included 436 students in 1987, 112 of whom had used counseling center services; 116 students in 1990; 109 students in 1991; and 150 students in 1993; for a total of 487 respondents who had used counseling services. The 1987 survey was completed primarily by freshmen and sophomores, 74% of whom were women. Respondents to the three subsequent surveys were primarily juniors and seniors, and between 75% and 83% were women. When clients ranked their presenting problems, depression and self-esteem were ranked highest in 1990; anxiety/stress in 1991; and relationship issues and self-esteem in 1993. All studies indicated that, in general, the students were satisfied with their counselor and the counseling they received, and felt welcomed by the receptionist. Many students felt counseling had helped them academically and may have been a contributing factor in their ability to stay in school. The three most positive responses were items which indicated that respondents would recommend the counseling center to a friend, would return if further help was needed, and believed that the counseling center provided needed services to students. (NB)

ED 367 931 CG 025 308

Sigward, Timothy M.; And Others
Parenting Styles as They Relate to Self-Esteem and Adjustment.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Midwestern Psychological

align the project with the aims and goals of the National Curriculum have been made. Rather than focusing on only one or two competencies, the Competent Children project will study numerous competencies (including early literacy, logical reasoning, communication skills, and social problem-solving) and end up with numerous sets of results because no one instrument to measure holistic learning holistically has been developed. It is not possible to offer high quality early childhood care and education without assessment; but, though difficult, assessment guidelines need to be worked on by early childhood educators. (Contains 11 references.) (RS)

ED 367 951 CS 011 629

Shaughnessy, Michael F.
Reading: What Are We Missing? What Can We Infer?
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Decoding (Reading); Elementary Secondary Education; Literature Reviews; Memory; Reading Achievement; *Reading Difficulties; *Reading Processes; *Reading Research; *Reading Strategies; Theory Practice Relationship
IDENTIFIERS- Text Processing (Reading)

Although reading has been studied extensively over the past few decades, its measurement and amelioration continues to be problematic. This paper explores the reasons for this within a psycho-educational perspective and offers several new alternative theoretical positions from which to view prose processing and enhancement. Implications for reading teachers, diagnosticians, and psychologists are reviewed in the paper. (Contains 16 references.) (Author/RS)

ED 367 952 CS 011 630

Casey, Jean M.
Writing To Read in the Classroom: A Literature-Based Writing Literacy Environment. Simi Star Project Report.
PUB DATE- 1 Oct 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Instructional Effectiveness; Parent Attitudes; Primary Education; Program Effectiveness; *Reading Attitudes; Reading Research; Teacher Attitudes; Whole Language Approach; Writing Achievement; *Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- *California; Process Approach (Writing); *Writing to Read

A study investigated the effectiveness of an adapted Writing to Read (WTR) program that focused on the writing process and included the "Stories and More" software for literature-based emphasis. Over 1000 writing portfolio samples were collected from kindergarten through second grade students in 29 classrooms in 6 California school districts (Simi Valley, Ventura, Santa Barbara, Orcutt, Oxnard, and Port Hueneme). Included in the population were several Spanish language classrooms, English-as-a-Second Language classrooms, and classrooms with learning handicapped students. Data were

Subjects, 20 second-grade children (aged 6 to 7 years) in Avenel, New Jersey, were exposed to read-aloud sessions on a daily basis for a 6-week period. During each week, a specific genre of books was read aloud daily. At the end of each week, the participants were asked to record the title and author of the book they had chosen during their weekly library period. A questionnaire, relating to reading aloud, was also sent to 43 second-grade teachers within the same school district. Results indicated that 20.8% of boys and 20% of girls selected books of the same genre read aloud to them. Results also indicated a disparity between teacher views on children's selection of books of a similar genre and research results (68% of teachers believed students chose books of the same genre, while only 20% of the students actually did). (Contains 24 references and one table of data; the teacher questionnaire is attached.) (Author/RS)

ED 367 971 CS 011 649

Sanacore, Joseph
Reading Aloud: A Neglected Strategy for Older Students.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Nonstandard Dialects; *Reading Aloud to Others; *Reading Strategies; Student Motivation; Student Needs; Teaching Methods
IDENTIFIERS- Content Area Teaching

Reading aloud is an important motivational strategy not only for primary school children but also for upper-elementary, middle, and high school students. Teachers should pursue an instructional balance that considers both a sensitivity to curricular mandates and a perspective that reading aloud is beneficial to students. Poems, short stories, or excerpts from a longer selection can be selected by content area teachers who feel constrained by time limitations. In addition to fiction, students benefit from exposure to a wide variety of materials. An important aspect of reading aloud is to engage students interactively during the process. As students become more comfortable with the read-aloud experience, educators can use this meaningful context to extend students' vocabulary and concept development. The reading aloud experience can highlight the function of meaning for students who speak a nonstandard dialect of English, helping all students to accept varied forms of responding, and validating the belief that students who speak in nonstandard dialects are different, not deficient, in their language use. Students also need opportunities to read aloud to an audience. Although reading aloud is not a panacea, teachers and administrators must realize its enormous potential for nurturing the literacy development of all students, including a growing number of at-risk learners. (Ten helpful hints for reading aloud are attached.) (RS)

ED 367 972 CS 011 650

Semali, Ladislaus
The Social and Political Context of Literacy Education for Pastoral Societies: The Case of the Maasai of Tanzania.
PUB DATE- May 94
NOTE- 24p.; Paper presented at the Annual Meeting of the National

(150),Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Higher Education; *Journalism; *Journalism Education; Mass Media Role; Media Research; *Professional Education; *Student Attitudes
IDENTIFIERS- *East Germany; Journalism Research; Student Surveys

A study investigated what kind of expectations former GDR (German Democratic Republic) journalism students have about their futures as journalists and what their general perceptions of journalism are. About 80 journalism students in their last semester at Leipzig University were administered surveys during the two days directly preceding the official (re)unification of Germany. A total of 58 students responded, but not all students answered all of the questions. Results indicated that (1) 83% of the students passed a one-year journalism trainee program at a media organization or had professional experience via journalism internship programs; (2) 63% of the students said they would choose to work in print media rather than television or radio; (3) the students were not very willing to work for non-political magazines; (4) 36 of the 58 students refused to respond when asked to indicate the main influence on their decision to study journalism; (5) the two classic models of journalists as "critic/controller" or as "educator" were the most important or played the biggest role for the students; and (6) 97% of the students felt that the possibility to apply individual abilities and individual expertise were very important, while compatibility of job and family life was more important for females than males. Findings suggest that after nearly a year of experience with the new society and the system of freedom of the press, the journalism students, perhaps more than ever, see their role as journalists as an altruistic one. (One table and 26 references are included.) (RS)

ED 367 991   CS 214 263

Muccino, Mary Ann; And Others
Factors Influencing Effective Writing.
PUB DATE- Apr 86
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Intermediate Grades; Junior High Schools; Literature Reviews; Metacognition; Reading Writing Relationship; Research Needs; Writing Achievement; *Writing Improvement; *Writing Instruction; *Writing Research
IDENTIFIERS- Writing Contexts

Focusing on procedures and strategies suitable for teaching writing to students in grades 4, 6, and 8, this paper examines the factors that have been shown through research to influence effective writing. The paper divides the research examined into the categories of metacognition; socially-based writing strategies; theory-tested approaches to writing; technology; modeling and guided instruction; the reading/writing relationship; and situational factors. The paper concludes that: (1) metacognition received firm support; (2) socially-based writing strategies received mixed results; (3) those theory-tested approaches that incorporated instructional techniques were more effective in improving writing than those which did not; (4) word processing and instructional television improved the quality of student writing; (5) guided instruction and teacher modeling of writing seemed to have positive effects

ED 368 011   CS 508 522

Crawford, C. B.
Argument for the Requirement of Judging Philosophies at the Pi Kappa Delta National Tournament.
PUB DATE- Nov 93
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Debate; *Evaluation Criteria; Higher Education; *Judges; Public Speaking; *Student Evaluation; Undergraduate Students
IDENTIFIERS- Communication Context; Debate Tournaments; *Judge Philosophy Statements; *Pi Kappa Delta

Noting that the use and utility of judging philosophy statements have long been a contested issue in intercollegiate debate, this paper examines the rationale for using philosophy statements, discusses the effectiveness of philosophy statements, and advocates the use of such statements at Pi Kappa Delta's National Tournament. The paper notes that research on the rationale for using philosophy statements concluded that three basic benefits result from philosophy statements: better audience analysis, formalization of judge's positions, and more effective coaching. Research on the effectiveness of philosophy statements have been inconclusive, but the paper argues that use of philosophy statements may be the best method of gaining insight into a critic's behavior at the Pi Delta Kappa National Tournament, but that the use of the judging philosophy statement at every tournament would render the tool ineffective. The paper reasons that to make the technique more effective several changes on the statement should be considered. The paper draws specific conclusions about the use of judging philosophy statements at the National Tournament. Contains 13 references. (Author/RS)

ED 368 012   CS 508 523

Hansen, Tricia L.
The Ideology of the "Organizing Model of Unionism": Preliminary Understandings.
PUB DATE- Nov 93
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Research; Discourse Analysis; Employer Employee Relationship; Ideology; Models; *Organizational Communication; Rhetorical Criticism; Speeches; *Unions
IDENTIFIERS- *Communication Behavior; Discourse Communities; Organizational Culture

The primary intent of this paper is to provide an ideological critique of one instance of "union talk," which the paper takes to be representative of organized labor discourse at large. To reach this goal, the question of the need for and value of unions is specifically addressed in the paper, and a review of the studies existing within the communication field that performance artists/researchers can "step out of" their own culture, providing the necessary distance for the reporting of the event under investigation. Dwight Conquergood uses ethnographic research to be able to "step into" the culture under investigation and gather data about the culture. This methodology is also useful to a specific type of solo performance artist when attempting to step out of and gather data about his/her own culture. Spalding Gray's autoperformances contain a subtext which turns his seemingly entertaining life stories into social commentary on his own culture. Just as ethnographers are using performance as an outlet for their research, some performers are adopting ethnographic techniques used in the preparation of their own performances. Ethnography is used to learn about other cultures; however, when used properly, it can reveal much about the researcher's own culture through the performance of self. (Contains 25 references.) (RS)

ED 368 031 EA 025 225

Bobbett, Gordon C.; And Others
The Impact of Community/School Characteristics on Student Outcome: An Analysis of Report Cards on Schools.
PUB DATE- Apr 93
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Annual Reports; *Community Characteristics; Elementary Secondary Education; *Institutional Characteristics; *Outcomes of Education; *State Action; Tables (Data)
IDENTIFIERS- *Tennessee

This report analyzes 1990-91 "report card" data for Tennessee's schools, making comparisons to earlier studies when appropriate. Of particular importance are the analyses of the relationships among 15 school district characteristics and mean student outcomes (scores from Tennessee's Comprehensive Testing Program and the Tennessee Proficiency Test) at the system, school, and grade levels. Findings showed that student attendance and free/reduced lunches are the factors most influencing achievement. At the system level, student attendance, expenditure per pupil, and percentage of Chapter 1 students had the greatest effect on student outcomes. Some school-level factors (percent student attendance, percent oversized classes, free/reduced lunches, and expenditure per pupil) and grade-level factors (percent student attendance, expenditure per pupil, percent career ladder teachers, and percent free/reduced lunches) demonstrated dramatic upward or downward shifts of influence. Together, the 15 district factors studied accounted for less than 50 percent of the total influence on achievement at any school level. Some highly regarded factors (percentage of oversized classes, average educator salaries, per capita income, percentage of enrollment change, and district size) had relatively little effect on student achievement. Conclusions and implications are provided, along with an executive summary, nine references, and seven

DESCRIPTORS- *Committees; Community Characteristics; Elementary Secondary Education; *Intervention; Student Problems; *Underachievement
IDENTIFIERS- *Pupil Assistance Committees; Ramsey Borough School District NJ

The Ramsey School District (New Jersey) educates approximately 2,200 students, 90 percent of which continue on to a post-high school education. However, in the last few years Melville has noticed a decline in student achievement. Following the New Jersey State Department of Education adoption of Code 6:26, Public Assistance Committees, the district enacted a Pupil Assistance Committee to identify students who are in trouble, and to set up an intervention program for the student to decrease the chance of that student needing special education. The Pupil Assistance Committee has a three-member minimum and must include a principal or staff member who has the authority of the principal, a teacher, and a school staff member. The Pupil Assistance Committee is designed to help students through support and guidance to the teachers instructing them, delivering an intervention service to the student, and actively involving the parent. After a student has been referred to the committee through a teacher referral form, the student is evaluated and discussed, and a Pupil Assistance Plan is devised. Appended are the variables involved in evaluation of the student, the expected result of the variable, and findings. (KDP)

ED 368 051 EA 025 675

The Alaska School Foundation Funding Program: A Review.
PUB DATE- Dec 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; *Finance Reform; Guidelines; *School Taxes; *State Legislation; *Tax Effort
IDENTIFIERS- *Alaska; Disparity Test; *Funding Formulas

Alaska's Public School Foundation Program, based on an instructional unit funding formula, enables the state to meet fiscal equalization criteria outlined in the federal PL 81-874 law (the disparity test). Alaska must meet the guidelines to utilize approximately $44 million in PL 81-874 funds within the state foundation plan as general revenues. Based on $61,000 per instructional unit, the disparity test takes into consideration designated state and local revenues; the range of revenues may not vary more than 25 percent between the school district raising the lowest amount of revenues and the school district raising the greatest amount. The foundation program makes provision for area cost differentials (geographical differences), declining enrollment, and monthly disbursements. The formula for calculating basic need is: basic need = (instructional units) x (area cost deferential) x ($61,000). The formula for calculating state foundation aid is: state foundation aid = (basic need) - (local tax effort) - (90 percent eligible PL 81-874). Following an explanation of terms, issues, and funding formulas, this report lists the foundation/PL 81-874 program entitlements for all Alaska school districts for fiscal year 1994, as well as projected increases.

support for renovation and construction of hazardous schools was needed. In 1992 a ballot measure that proposed to raise $158 million for school reconstruction was passed. (KDP)

ED 368 071 EA 025 705

Fitch, Margaret E.; Malcom, Paul J.
Successful School Planning and Restructuring: Preparing for the 21st Century.
PUB DATE- 92
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Planning; Elementary Secondary Education; Guidelines; *Program Evaluation; Program Implementation; *School Based Management; *School Effectiveness; *School Restructuring

Written to help educators maximize student learning, this publication outlines a process for designing and implementing an improvement and restructuring plan based on knowledge acquisition, needs assessment, indepth planning, and development of commitment to change. Research has identified 14 conditions for successful schools: high attendance, social success, high self-esteem, learning-to-learn skills, appropriate learning climate, parent/community involvement, adequate curriculum and effective instruction, high expectations for students and staff, instructional leadership, adequate academic learning time, staff empowerment and professionalism, competency and self-renewal, and vision. To assess these conditions, sample staff, student, and parent/community surveys are included. Eight chapters describe a 12-step process to help readers/practitioners decide to improve the school; organize a successful school leadership team; construct a mission statement; collect and analyze data; establish goals; perform a discrepancy analysis between goals and mission statement; write subgoals and objectives with performance indicators; establish time lines; designate responsibilities and resources; implement the written plan; and make periodic reviews to determine accomplishment and need for revision. Appendices summarize effective schools research and provide survey forms and instructions for administering them and interpreting findings. (MLH)

ED 368 072 EA 025 706

Mertz, Norma T.; McNeely, Sonja R.
Gender and Administrative Decision-Making.
PUB DATE- Nov 93
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrators; *Decision Making; Decision Making Skills; *Educational Administration; Elementary Secondary Education; Higher Education; *Leadership; *Sex Differences

ED 368 091 EC 302 836

Force, Doug; Schallhorn, Paula
Reverse Mainstreaming: A Team-Teaching Model for Integrative Education.
PUB DATE- Nov 93
NOTE- 6p.; Paper presented at the Annual Conference of the National Middle School Association (20th, Portland, OR, November 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Junior High Schools; *Mainstreaming; *Regular and Special Education Relationship; Resource Room Programs; Social Integration; *Team Teaching; *Transitional Programs
IDENTIFIERS- *Reverse Mainstreaming

This paper describes an approach to transitioning 106 junior high special education students into mainstream settings by drawing regular education teachers into special education settings for regular instruction sessions prior to full mainstreaming. Following a 3-5 week period of instructional visits by regular teachers to special education classes, students to be mainstreamed were brought to the regular classroom for 2-4 weeks of instruction in the new setting without the presence of regular education students, after which regular education students were brought in for achievement of full mainstreaming. Cognitive, academic and affective pre- and post-test ratings for participating special education students showed significant increases in all areas studied. These results are attributed to the reduction in stress resulting from gradual change of individual environmental factors leading up to full mainstreaming. (PB)

ED 368 092 EC 302 837

Facts about Dyslexia.
PUB DATE- Apr 93
NOTE- 17p.; For an earlier version, see ED 274 123.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disability Identification; *Dyslexia; *Educational Research; Elementary Secondary Education; *Etiology; Intervention; Student Characteristics; Symptoms (Individual Disorders); Teaching Methods

This brochure presents current knowledge and theories regarding the causes and treatment of dyslexia. Psychological, biological and educational factors thought to contribute to dyslexia are outlined, as are common approaches to treatment and long-term prospects for individuals with dyslexia. Efforts by the National Institute of Child Health and Human Development to support research into causes and treatment of dyslexia are also described. Five other sources of information are listed. (PB)

ED 368 093 EC 302 838

Developing Social Skills: Issues for Adolescents with Chronic

Schools; *Student Personnel Services
IDENTIFIERS- *Virginia

This directory, which updates and expands a 1989 version, provides information to guide students with disabilities, their parents, and school personnel in planning for postsecondary higher education opportunities. The guide is divided into seven sections to assist in planning and choosing the right college. A year-by-year plan stresses the need to begin college planning prior to the freshman year of high school. Other sections discuss choices that have to be made, students' responsibilities at postsecondary institutions, and the differences between high school and college. There is also a section that provides suggestions to high school teachers and counselors. A reference section lists 14 general references, mostly organizations, that can offer assistance. The bulk of the directory then lists support services provided by 23 community colleges and 31 colleges and universities in Virginia. For each institution of higher education, a two-page summary provides a program description, admission information, total enrollment, types of disabilities served, and checklists of general services and services for specific types of disabilities. The directory information is based on results of a 1992 survey. (JDD)

ED 368 111 EC 302 865

Squires, Jan
The Rural Early Intervention Training Project: Preparation of Personnel To Work in Rural Areas. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 1 Dec 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *Disabilities; *Early Intervention; Higher Education; Participant Satisfaction; *Practicums; Preschool Education; *Preservice Teacher Education; Professional Education; Program Evaluation; *Rural Education
IDENTIFIERS- *University of Oregon

The University of Oregon developed a rural personnel preparation training program for early intervention personnel. The program was centered in a targeted rural area in Oregon for each of 3 years and graduated 8 students per year for a total of 24 trainees. The content of the program was designed to develop competencies in infant and child development, family, program management, professional development, and service delivery. An emphasis of the program was on practica activities in the trainees' locale. The didactic coursework took place 12 hours monthly at a site in the rural community. One core course in early intervention was taught each quarter at the rural site, in addition to completion of 4 practicum hours. A three-term interdisciplinary issues seminar (1 credit hour each term) was also offered. This seminar provided students the opportunity to learn about the roles/responsibilities of medical and allied health professionals and about transdisciplinary and interagency approaches in early intervention. Evaluation results suggest high student satisfaction with coursework, supervisors, and instructors. This report outlines goals and objectives, the program's theoretical and conceptual framework, description of the model and participants, methodological or educational settings. Participants were placed into eight groups by profiles that represented similar patterns of state conditions (inactive sleep, active sleep, drowse, daze, awake inactive-alert, awake active-alert, awake active-alert with stereotypy, and crying/agitation). The results were consistent with other investigations in the following areas: percentage of time students were observed in the eight states; relatively small time intervals between state shifts; similar probabilities that one particular state will follow another over time; a weak association between environmental events and state changes; a close similarity in the types of environmental variables and events present during observation sessions and settings; and a high correspondence in percentage occurrences for several demographic variables, levels of skill development, and extent of motor impairments and sensory losses. Results provided strong replication of previous findings and new information that further focused on the complex nature of state phenomena and associated variables. (Contains 30 references.) (JDD)

ED 368 129 EC 302 884

Center, David B.
Selecting Behavioral Interventions for Individualized Intervention Plans.
PUB DATE- 93
NOTE- 20p.; Paper presented at the Annual Conference of Teacher Educators for Children with Behavioral Disorders (17th, Tempe, AZ, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; *Classification; *Classroom Techniques; *Decision Making; Discipline; Educational Planning; Elementary Secondary Education; Ethics; Intervention; Negative Reinforcement; Positive Reinforcement; Standards; Systems Approach
IDENTIFIERS- *Aversive Stimuli; *Behavior Management

This paper cites ethical provisions and professional standards that affect the selection of behavioral interventions that will benefit exceptional individuals without undermining their dignity. A three-category system that classifies behavioral interventions on the basis of their intrusiveness or restrictiveness is presented. Interventions are organized into positive interventions, negative interventions, and aversive interventions. Steps in moving through the three categories, and documenting their implementation, are discussed. School systems are encouraged to develop systemwide decision-making systems that provide a rational and defensible basis for making ethical decisions about behavior change efforts and for defending those decisions. Teachers are urged to develop their own classroom system in the absence of a systemwide policy. Figures include: a list of possible target behaviors; tentative classification of possible target behaviors; a parent permission form to implement aversive interventions; and intervention planning forms documenting the use of positive strategies, negative and aversive strategies, and stimulus control strategies. (JDD)

ED 368 130 EC 302 885

Procedures for Child Study Committees Operating in Virginia.
PUB DATE- Nov 93

Environmental Standards; Older Adults; *Physical Environment
This annotated bibliography covers articles, books, and other publications related to aging, advocacy, disabilities, and environmental design. The bibliography brings together these topic areas to demonstrate how environments limit the independent functioning and choice-making opportunities for older adults with developmental disabilities. The bibliography is organized into the following sections: (1) age-related changes (6 listings); (2) aging and self-advocacy for people with developmental disabilities (15 listings); (3) environmental design and aging (12 listings); and (4) further resources (5 catalogs, 3 resource centers, and 17 organizations). (JDD)

ED 368 149 EC 302 910

Aging and Cerebral Palsy.
PUB DATE- 93
NOTE- 25p.; A product of the Program Services Department.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adaptive Behavior (of Disabled); Adjustment (to Environment); Advocacy; *Aging (Individuals); Attendants; *Cerebral Palsy; Developmental Stages; Elementary Secondary Education; Emotional Adjustment; Exercise; *Middle Aged Adults; Older Adults; Physical Fitness; Research Needs; Social Adjustment; Therapy
This special edition of "The Networker" contains several articles focusing on aging and cerebral palsy (CP). "Aging and Cerebral Palsy: Pathways to Successful Aging" (Jenny C. Overeynder) reports on the National Invitational Colloquium on Aging and Cerebral Palsy held in April 1993. "Observations from an Observer" (Kathleen K. Barrett) describes the development of a survey of older adults with CP. "Aging with a Disability: Educating Myself" (June Isaacson Kailes) notes that living 20 or 30 years with a disability produces wear and tear on many body systems and lists 21 areas of research need. "Personal Assistance Services" (April Marie Myers) describes a woman with CP's realization of the value of hiring a personal assistant. "Reflections on the Aging Process" (Maureen Arcand) discusses therapeutic developments in CP over the past 65 years, explores ways to compensate for CP problems that multiply with aging, and encourages commitment to advocacy. "Social and Emotional Dilemmas Faced by Older Persons with Cerebral Palsy" (Gary B. Seltzer) discusses age-associated changes in social relationships, ambulation and mobility, sexuality, fear about the future, and coping with life events. "Adults with Cerebral Palsy: Exercise and Fitness" (Margaret Turk) reviews the prevention aspects of regular exercise, focusing on stretching, strengthening, and conditioning. Other articles include "Old Dogs and New Tricks: My Struggle with Independence" (David Bauer); "Getting Older" (Michael B. Williams); and "Cerebral Palsy Academy To Stress Involvement of People with Disabilities" (Alfred L. Scherzer). (JDD)

ED 368 150 EC 302 911

Tvingstedt, Anna-Lena
Social Conditions of Hearing-Impaired Pupils in Regular Classes. Reprints and Miniprints No. 773.
PUB DATE- Apr 93
NOTE- 19p.
LANGUAGE- English

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chinese; *Educational Policy; English; Foreign Countries; Futures (of Society); Language Maintenance; *Language Role; Mandarin Chinese; Middle Class; *Multilingualism; Official Languages; Policy Formation; *Political Influences; Portuguese; *Public Policy; *Sociocultural Patterns; Uncommonly Taught Languages
IDENTIFIERS- *Macao

Discussion of the role of languages in Macau focuses on three areas: forces in determination of language policy; actual language use in Macau; and prospects beyond 1999. Four main forces for language policy are identified: emergence of a middle class due to economic progress and access to higher education; arrival of well-educated, liberal professionals, administrators, and officials from Portugal; increased immigration of Chinese intellectuals; and a flow of international scholars and expatriate academics through Macau. The current language situation is characterized as multilingual, with Cantonese and Portuguese the official languages but with more interest in learning and using English than Portuguese. Interest in systematic learning and teaching of Chinese has also been growing. Putonghua or Mandarin, the native language, is gaining ground. It is predicted that eventually, administrators and officials will speak Mandarin publicly and read in English and Portuguese; businessmen will speak Mandarin, Chinese, and English interchangeably depending on the occasion; other professionals will use Mandarin or English in business or public situations; schoolchildren will likely use English and Mandarin in school and Cantonese at home and play; most daily business will be conducted in any native language; and Chinese and English will be the languages of travel and tourism. (Contains 27 references.) (MSE)

ED 368 169 FL 021 823

Brown, Ronald L.
Developing Reading Competence in University ESL Classes.
PUB DATE- Dec 92
NOTE- 17p.; Paper presented at the Annual International Conference of the Institute of Language in Education (8th, Hong Kong, December 15-17, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Educational Strategies; *English (Second Language); *English for Academic Purposes; Higher Education; Metacognition; *Reading Comprehension; *Reading Instruction; *Reading Strategies; Second Language Instruction; Teaching Methods

A discussion of reading instruction in college English-as-a-Second-Language (ESL) classes presents an overview of reading instruction theory, looks at the role of reading strategies and metacognitive awareness in reading, describes the SQ3R study skills method of instruction, and examines how the method can be used for developing independent reading strategies. The theory underlying reading comprehension used here is the interactive model, which asserts that reading comprehension results from active attempts to construct meaning from text. It

The issue of whether English second language (ESL) instruction and mathematics instruction can be effectively integrated with each other in the elementary grades is discussed, and it is suggested that contrary to popular belief, mathematics has great potential for second language development. It is noted that the input hypothesis of language learning supports integration of language and subject matter, because content classes provide children with meaningful and interesting language input. Certain conditions are seen as essential for effective integration of mathematics and ESL at the elementary level, including careful development of mathematical terminology and related language, an activity-centered approach to learning, and a classroom environment that fosters communication among students. Eight integrated mathematics/ESL activities for grades 1-4 are included. (Contains 39 references.) (MSE)

ED 368 189 FL 021 947

Lawson, Edwin D.; Glushkovskaya, Irina
Naming Patterns of Recent Immigrants from the Former Soviet Union to Israel.
PUB DATE- 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ethnic Groups; *Family Influence; Foreign Countries; *Immigrants; Interviews; *Jews; Occupations; Religion; *Sociocultural Patterns; Statistical Analysis; Trend Analysis
IDENTIFIERS- *Israel; *Names; Russia; Tadzhikistan; Ukraine; Uzbekistan

To identify patterns of first names over three generations, two samples of 100 Jewish families representing over 1,400 individuals from the former Soviet Union were interviewed. Sample 1 came mainly from Ukraine and European Russia; Sample 2 came from Uzbekistan and Tadzhikistan. Individuals in the samples were born between 1886 and 1992. Both samples show that the traditional patterns of naming a child after a deceased relative is still strong, despite, some decline. Sample 1 showed a clear tendency to use a Russian name identified by the family and/or Jewish community with a Hebrew name. Sample 2 showed a greater tendency to use a Russian or Farsi name, but not one identified with a Jewish name or a deceased relative. Statistical analyses investigate patterns of occupation, level of religious participation, source of the first name (where applicable), most popular names, and most popular sources of first name. Appendixes list the names and their sources. (Author/MSE)

ED 368 190 FL 021 948

Berwick, Richard
How Second Language Learners Respond to Central and Peripheral Content-Based Tasks.
PUB DATE- Dec 93
NOTE- 33p.; Paper presented at the International Conference on Language and Content (Hong Kong, December 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Class Activities; Classroom

Skinner, Robert E.
LEP Readers: Standardized Testing versus Informal Testing.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *English (Second Language); *Limited English Speaking; *Reading Tests; *Standardized Tests; Test Reliability; *Test Use; Test Validity

The merits and disadvantages of standardized and informal reading tests for limited English proficient readers are discussed. A growing reliance on standardized ("formal") tests due to their ease of administration and scoring is criticized because the tests are seen as: inadequate for describing students at high and low ends of the scale; not readily interpreted for this population; requiring too much independent work or background knowledge; culturally biased; and generally valid or reliable in some aspects but not in others. "Informal" testing is found advantageous because: it can occur over a variety of contexts, skills, and focal points; provides learning and low emotional and academic risk; and uses varied measurement techniques, selected for their appropriateness to the situation and population. Examples and supporting data are drawn from recent research. It is concluded that formal testing has multiple limitations and should be used with great caution. A trend toward individualized testing, as through student portfolios, is seen as positive, while comparison among individual readers is viewed as counterproductive. In addition, it is proposed, reading assessment should be a learning opportunity, relevant to the individual's progress, which can only be accomplished with informal, non-standardized testing. (MSE)

ED 368 211 FL 022 017

Williams, Guy
English for What Reason? Motivation and Needs Assessment in Academic Intensive English Programs.
PUB DATE- Dec 93
NOTE- 166p.; M.A. Thesis, California State University, Los Angeles.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Educational Needs; *English (Second Language); *English for Academic Purposes; Higher Education; *Intensive Language Courses; *Language Role; *Learning Motivation; Needs Assessment; Second Language Learning; *Student Motivation

A study combined a motivation survey and needs assessment of 10 students enrolled in the 1993 summer session of an academic intensive English program at the University of California, Los Angeles (UCLA) Extension. In the first week of classes, the subjects completed a questionnaire and wrote journal entries about their motivations (acculturation or integration; instrumental; and achievement) for second language learning. They were then asked to rank their educational needs and discuss them in class and write a second journal entry. In the fourth week of instruction, the questionnaire and journal assessment were given again and compared. The experiment attempted to probe the effectiveness of both questionnaire and journal in identifying the source of the student's motivation, and to explore his own perceptions of his English language needs. Results indicate a marked discrepancy in both degree and

Annual Full-Time Equivalent Enrollment and Student Semester Credit Hour Production in Arkansas Public Institutions of Higher Education, 1990-91.
PUB DATE- Oct 91
NOTE- 56p.; For 1987-1990, 1991-1992 reports, see HE 027 124-127.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; *Credits; Enrollment; Enrollment Rate; Enrollment Trends; *Full Time Equivalency; Higher Education; Intellectual Disciplines; Majors (Students); State Colleges; Tables (Data); Teacher Education; Two Year Colleges
IDENTIFIERS- *Arkansas

This document reports data on full-time equivalent (FTE) enrollment and students semester credit hour (SSCH) production in Arkansas' state higher education institutions for 1990-91 in 2 figures and 26 tables. Data on FTE enrollment show it rose for the fifth consecutive year with most of the change occurring at the undergraduate level where enrollment has risen by 19.7 percent since 1986-87 and 5.8 percent since 1989-90. The report includes tables showing SSCH by discipline from 1986-87 through 1990-91 at public four- and two-year institutions. Another section shows SSCH production by occupational codes at two-year and four-year institutions. One table shows trends from 1988-89 through 1990-91. A special section provides a table on SSCH in education at public institutions from 1986-87 through 1990-91. Appendices provide institutional SSCH production tables and institutional names and abbreviations. (JB)

ED 368 232 HE 027 127

Annual Full-Time Equivalent Enrollment and Student Semester Credit Hour Production in Arkansas Public Institutions of Higher Education, 1991-92.
PUB DATE- Oct 92
NOTE- 59p.; For 1987-91 reports, see HE 027 124-126.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; *Credits; Enrollment; Enrollment Rate; Enrollment Trends; *Full Time Equivalency; Higher Education; Intellectual Disciplines; Majors (Students); State Colleges; Tables (Data); Teacher Education; Two Year Colleges
IDENTIFIERS- *Arkansas

This document reports full-time equivalent (FTE) enrollment and students semester credit hour (SSCH) production in Arkansas' state higher education institutions for 1991-92 in 3 figures and 27 tables. Data on FTE enrollment show it rose 4.5 percent, the fifth consecutive year of increase. The 1991-92 FTE enrollment was the largest in 10 years without including the FTE at state technical colleges which were transferred to the State Board of Higher Education in 1991. The report includes tables showing SSCH by discipline from 1987-88 through 1991-92 at public 4- and 2-year institutions. Another section shows SSCH production by occupational code at two-year and four-year institutions. One table shows trends from 1989-90 through 1991-92. A special section provides a table on SSCH in the field of education at public institutions from 1987-88 through 1991-92. Appendices provide institutional SSCH production tables and institutional names and abbreviations. (JB)

ED 368 233 HE 027 128

Career Education; Career Ladders; *Career Planning; Careers; Decision Making; Employer Employee Relationship; *Employment Practices; *Human Resources; Labor Force Development; Occupational Mobility; *Organizational Development; *Personnel Management; Research Needs

This book provides practical guidance and examples for human resource development (HRD) specialists to use in the evaluation of their current career development programs and the design of new ones. "Issues in the Management of Careers" (Jerome Adams) provides a summary of each chapter and points out specific questions the chapter can answer. "Meshing Corporate and Career Development Strategies" (Robert F. Morrison) describes how the organizational strategy and career development system strategy interact. "A Strategic Appraisal of Organizational Rewards" (David L. Ford, Jr. and Rabi S. Bhagat) addresses the problem of incentives, disincentives, and barriers to career development. "Career Patterns: Mobility, Specialization, and Related Career Issues" (H. Dudley Dewhirst) focuses first on mobility, degree of specialization/diversity, and overall career pattern that results when the two are considered over a full career and then on more specific problems organizations face in facilitating the effectiveness of individuals over the full term of a career. "Career Transitions in Changing Times" (Frank J. Minor et al.) deals with career transitions and change. "Career Decision Making" (Nancy Hicks and Manuel London) examines how one makes career decisions, factors affecting decision processes, and actions people and organizations take to help make career decisions. "Twenty Questions: Research Needed to Advance the Field of Careers" (Douglas T. Hall) raises some ideas about critical questions around which the field might advance. Author and subject indexes are appended. (YLB)

ED 367 774   CE 064 415

Mayo, Andrew
Managing Careers. Strategies for Organizations.
PUB DATE- 91
NOTE- 315p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Career Change; Career Choice; *Career Development; Career Education; *Career Planning; Employer Employee Relationship; Foreign Countries; Human Resources; *Individual Development; *Occupational Mobility; *Personnel Management; Quality of Working Life; Work Environment
IDENTIFIERS- *Organizational Culture

This book is a practical handbook of ideas and tools to set up and implement a framework of "career management." A glossary of terms is provided. Chapter 1 considers what the organization needs. Chapter 2 focuses on the importance of organizational culture in successful change. It looks at sources of influence on an organization's culture and major cultural dimensions that affect the ability to meet needs. Chapter 3 lays the foundation of career management, demonstrating how to establish a framework and a language within which a set of processes can be built. Chapter 4 focuses on how careers are structured. It suggests four main career directions and discusses changes in career direction. Chapter 5 emphasizes the importance of distinguishing potential from performance, assessment of potential and choice of career direction, career counseling, and career planning. Chapter 6 examines the management and use of data sources to meet the objectives of career management.

Classroom Techniques; Competence; Competency Based Education; Construction Materials; Course Content; Curriculum Guides; Facilities; Grade 7; Grade 8; *Heat; Integrated Curriculum; Junior High Schools; Learning Activities; Lesson Plans; Teaching Methods; Test Items; Transparencies; Units of Study
IDENTIFIERS- Agricultural Sciences

This curriculum guide the first of a series of six, contains teacher and student materials for a unit on heat energy prepared as part of a seventh- and eighth-grade agricultural science curriculum that is integrated with science instruction. The guide contains the state goals and sample learning objectives for each goal for students in grades 8-10 and a teacher presentation outline for the unit. The unit, which begins by listing the agricultural practices and science concepts to be taught, along with activities and applications, contains the following components: teaching steps, lesson outlines, teacher's presentation outlines for each day, student information guide, terms and definitions, worksheets, student activity note sheets, student activity information sheets, student activity record sheets, quizzes, practice problems, and 14 transparency masters. Teacher's activity sheets and tests have answers provided. The unit covers the following topics: (1) heat energy needs for agricultural buildings and for crop drying and (2) selecting building materials based on heat energy needs. (KC)

ED 367 792 CE 065 785

Electromagnetic Spectrum. 7th and 8th Grade Agriculture Science Curriculum. Teacher Materials.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 93
NOTE- 100p.; For related documents, see CE 065 784-789.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Production; Classroom Techniques; Competence; Competency Based Education; Construction Materials; Course Content; Curriculum Guides; Grade 7; Grade 8; Greenhouses; Integrated Curriculum; Junior High Schools; Learning Activities; Lesson Plans; *Light; Lighting; *Photosynthesis; Plant Growth; Teaching Methods; Test Items; Transparencies; Units of Study
IDENTIFIERS- Agricultural Sciences

This curriculum guide, the second in a set of six, contains teacher and student materials for a unit on the electromagnetic spectrum prepared as part of a seventh- and eighth-grade agricultural science curriculum that is integrated with science instruction. The guide contains the state goals and sample learning objectives for each goal for students in grades 8-10 and a teacher presentation outline for the unit. The unit, which begins by listing the agricultural practices and science concepts to be taught, along with activities and applications, contains the following components: teaching steps, lesson outlines, teacher's presentation outlines for each day, student information guide, terms and definitions, worksheets, student activity note sheets, student activity information sheets, student activity record sheets, quizzes, practice problems, and 15 transparency masters. Teacher's activity sheets and tests have answers provided. The unit covers the following topics: ornamental plant and crop production; growing plants under supplemental or artificial lights; design of greenhouse

Div. of Vocational, Adult, and Community Education.
PUB DATE- Sep 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Reading Programs; *Basic Skills; *Homeless People; *Literacy Education; *Program Effectiveness; *State Programs
IDENTIFIERS- *Florida

The Florida Adult Homeless Literacy and Basic Skills Assistance Project was initiated in 1992 to provide literacy and basic skills training to at least 2,700 homeless Florida adults. In 1993, a limited evaluation of the project was conducted. Evaluation data were collected from reviews of 39 state and local documents, interviews with the program manager and 14 project staff members, 2 surveys of 7 local programs, and information presented about the project at 2 conferences and 3 meetings. The evaluation established that the program operated in a manner reasonably consistent with Florida's plan for the adult homeless literacy program and that local program coordinators were generally pleased with the program's operation at the local and state levels. The program served a total of 3,180 participants through 5 school districts, Florida Community College, and Religious Community Services, Inc. Of those adults served, 52.8% were Black, 33.6% were White, and 12.5% were Hispanic. More than half the participants were between the ages of 25 and 44. As a result of the program, 1,358 participants improved their basic skills, 2,207 acquired literacy and numeracy skills, 371 entered education or training, 169 obtained a job, and 23 obtained a better job. (MN)

ED 367 812 CE 065 842

Gardner, Dan
Writing Successful Grants for Adult Literacy and Education Programs: A Workshop Guide. Grantwriting Basics for Adult Education and Literacy Programs: A Presentation Guide.
PUB DATE- 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Adult Literacy; Adult Programs; Basic Skills; *Grants; *Grantsmanship; *Literacy Education; *Program Proposals; *Proposal Writing; Workshops

This document consists of a workshop guide and a presentation guide for a workshop on writing successful grants for adult literacy and education programs. The workshop guide begins with a list of the major outcomes to be achieved through completion of the activities in the workshop. The guide is then divided into four sections that correspond to those outcomes. A list of key terms, some questions, and space for notes are provided for each outcome. The outcomes are awareness, preparation, development, and presentation. The presentation guide on grantwriting basics covers these areas: what is a grant, what is not a grant, why would one want a grant, where grants are available, how/where one can learn about grants, how one obtains a grant, why one would not want a grant, and what a grant typically includes. A list of basic concepts are provided in each area. (YLB) based characteristics. They felt the purposes of staff development were updating in subject-specific knowledge and skills training for CVE. All respondents regarded standards of performance with respect to teaching as being implicit and identified formal and informal mechanisms for feedback. Factors that motivated lecturers to work in this area related either to personal satisfaction or career goals. Senior academic staff most often identified organizational barriers as barriers that prevented good practice from being realized. Practitioners also cited career, status, and conditions of service and barriers concerned with income generation. (The instrument is appended.) (YLB)

ED 367 831 CE 065 887

Percy, Keith; Withnall, Alexandra
Good Practice in Continuing Vocational Education: Buildings/Capital Investment. UCACE Occasional Paper No. 11.
SPONS. AGENCY- Department of Education and Science, London (England).
PUB DATE- Jun 92
NOTE- 42p.; For related documents, see ED 361 519 and CE 065 886-888.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *College Buildings; College Housing; *Continuing Education; Dormitories; *Educational Facilities; Educational Planning; Educational Research; Foreign Countries; Futures (of Society); *Vocational Education
IDENTIFIERS- *Great Britain

A study assessed the extent to which the availability of appropriate teaching/training and residential facilities determined current and future levels of activity in continuing vocational education and training (CVET) provision in British universities. Thirty-five of 62 British universities responded to a questionnaire. Six site visits were made to institutions using purpose-built or purpose-adapted facilities. Findings indicated a very wide range of facilities for use in CVET courses. Availability of primary-use and suitable facilities for CVET enabled a university to compete more successfully in the CVET market. A significant minority of British universities had or were committing themselves to having primary-use, purpose-built teaching and residential facilities for CVET on or near a campus site. Lack of residential facilities was perceived as a factor in some universities' capacities to develop more CVET provision. Respondents having purpose-built or adapted facilities were satisfied with them. Respondents in most universities recognized availability of appropriate teaching and/or residential facilities as a limitation on current CVET provision. All universities looked to expansion of CVET in the near future. Most respondents recognized availability of suitable facilities as fairly important to expansion plans. (Six case studies describe the universities according to accommodation. The questionnaire is appended.) (YLB)

ED 367 832 CE 065 888

Geale, John
Good Practice in Continuing Vocational Education: Financial Control and Encouragement. UCACE Occasional Paper No. 12.

resources. (YLB)

ED 367 849 CE 065 918

Fieldhouse, Roger
Optimism and Joyful Irreverence. The Sixties Culture and Its Influence on British University Adult Education and the WEA.
PUB DATE- 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Adult Education; *Adult Educators; *Baby Boomers; *Cultural Background; Cultural Context; *Cultural Influences; Educational Research; Foreign Countries; Higher Education; Surveys; *Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- *1960s; Great Britain

A British research project investigated the influence of 1960s culture on adult education by surveying 340 people who started work in university adult education or the Workers' Educational Association (WEA) during the period 1965-75; 87 responded. The questionnaire examined the extent to which these people brought aspects of the 1960s political culture with them into adult education and whether this political culture influenced their attitudes to their work and their expectations of what they might achieve through the medium of adult education. It explored their views on the purpose of adult education, their adult education priorities, their opinions of the 1973 Russell Report, and the extent to which a commitment to socially purposive adult education brought them into conflict with their employers or paymasters. Findings showed they brought their cultural baggage and their attitudes with them into the world of university and WEA adult education. They tended to be a socially mobile meritocracy, risen into the ranks of the middle class by virtue of their education and/or professionalization. They were overwhelmingly "Guardian," "Observer," or "New Statesman" readers and had imbibed the sixties radical intellectual culture. They tended to be center-left, politically active, antiestablishment protesters. They believed the world could and should be changed for the better. Their reasons for coming into adult education were quite mixed and not always clearly planned. (Contains 49 endnotes.) (YLB)

ED 367 850 CE 065 919

McGivney, Veronica
Women, Education and Training. Barriers to Access, Informal Starting Points and Progression Routes.
SPONS. AGENCY- Department of Employment, London (England). Training Enterprise and Education Directorate.
PUB DATE- 93
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Access to Education; Adult Education; Ancillary School Services; Demonstration Programs; Educational Discrimination; *Educational Opportunities; Equal Education; Foreign Countries; Nondiscriminatory Education; Program Effectiveness; Sex Discrimination; Sex Fairness; *Womens Education
IDENTIFIERS- Great Britain

A study identified the factors that assist or impede women's access, participation, and progression within education and work force, and the opportunity to meet personal and family commitments. Flexible staffing, which may temporarily reduce hours or workers, is more beneficial to employers than to employees. Flexible work schedules take the following forms: flexitours, variable days, variable weeks, maxiflex, flex year, summer hours flextime, compressed workweeks, and a gliding schedule of starting times. Benefits of flexible work arrangements to employers include retention and attraction of quality employees, higher productivity, improved morale, and the capacity to respond to operating requirements with staffing flux. (This report includes a list of 13 references and an annotated list of 9 additional resources.) (KC)

ED 367 869 CE 065 958

Work and Family: Promotions among Women. Data from the National Longitudinal Surveys. Report 868.
PUB DATE- Mar 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adults; College Graduates; Dropouts; Education Work Relationship; *Employed Women; High School Graduates; *Promotion (Occupational)
IDENTIFIERS- National Longitudinal Survey Young Women

A study analyzed the likelihood and the meaning of a promotion among working women aged 37-48 in 1991. The study used data from the Young Women's cohort of the National Longitudinal Surveys (a sample of women who were aged 14-25 in 1968 and who have been interviewed regularly since that year). In 1991, the survey asked working women whether a promotion was received at their current or last job and about certain characteristics of the promotion, such as whether the promotion involved more pay, more challenging work, more authority over others, or more responsibility. Some of the findings of the study were the following: (1) nearly 14 percent of the women received a promotion within the preceding year; (2) women with at least a high school degree, women who work full time, women who work in large establishments, and women not employed in service occupations were more likely to receive a promotion than other women; (3) about 87 percent of women who were promoted received higher pay, and about 82 percent accepted more responsibility; and (4) nearly three-quarters of the promotions involved greater authority over other workers. (KC)

ED 367 870 CE 065 960

Werner, Evelyn C., Comp.; Harmon, Cheryl M., Comp.
Commonwealth of Pennsylvania Adult Education 353 Special Demonstration Projects. Project Abstracts for the Fiscal Year 1992-93.
PUB DATE- 93
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Correctional Education; Curriculum Development; Daily Living Skills; Delivery Systems; *Demonstration Programs; Educational Counseling; *Educational Research; Educational Resources; English (Second Language); Evaluation Methods; *High School Equivalency Programs; Literacy Education; Mathematics Instruction; Older Adults; Program

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Citizen Participation; Demonstration Programs; *Elections; *Literacy Education; Program Development; Program Implementation; *Voter Registration; *Voting; Workshops
IDENTIFIERS- 353 Project; Pennsylvania (Lancaster); Pennsylvania (Lebanon)

A 353 demonstration project was conducted in the Lancaster, Pennsylvania, area to provide adult literacy students with information concerning voting in local, state, and national elections. The project had two components: (1) development and presentation of a series of three learner voting workshops; and (2) creation and presentation of a hands-on learning situation in which voting is simulated. All sessions were nonpartisan and stressed being an informed voter. The target audience was the 450 adult learners served by the Lancaster-Lebanon Literacy Council, 350 of whom were not registered to vote. Approximately 40-50 students participated in each workshop, and more than 100 new voters were registered. In addition, some of the students decided to become more active in the political process, especially regarding literacy issues. Workshop participants were very favorable when asked to evaluate the sessions. (The report includes workshop materials.) (KC)

ED 367 889 CE 066 041

Empowering Learners through Education in the Democratic Process. Final Report. A Manual for Adult Learners.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Citizen Participation; Demonstration Programs; *Elections; Instructional Materials; *Literacy Education; Material Development; Program Development; Program Implementation; *Voter Registration; *Voting; Workshops
IDENTIFIERS- 353 Project; Empowerment; Pennsylvania (Philadelphia)

A 353 demonstration project was conducted in Philadelphia for the following purposes: (1) to develop learner-relevant educational materials to stimulate basic literacy and critical thinking skills; (2) to foster empowerment in adult learners through voter participation; and (3) to produce a manual for increasing literacy skills through voter education. Adult learners in two community-based programs representative of Philadelphia's literacy network participated in developing the project by meeting at least six times to discuss, plan, and execute the project. A manual was produced based on the input of these adult learners. The manual was developed around the topics of how to register to vote, how to use a voting machine, and the candidates for the primary election. In addition, workshops were conducted for adult literacy providers and they, in turn, used the materials with their classes. As a result of the project, 17 students from participating literacy groups registered to vote and voted in the primary election. They felt they had gained more control of their lives and had more respect for the need for education. (The project report packet includes project materials such as workshop materials, field health of Americans. More nutrition research was advocated, as well as more use of such research on the local level, such as through the Cooperative Extension Service and training for local medical practitioners. Increasing nutrition knowledge and action by the public could substantially lower health care costs, and testimony supported Department of Agriculture programs such as Women, Infants, and Children (WIC) that aim to prevent low birth weight babies. (KC)

ED 367 911 CE 066 162

Johnson, Harriet Luria
Curriculum Development in Selected Workplace Literacy Programs of the Consortium for Worker Education. Evaluation Study. CASE #09-93.
PUB DATE- Dec 93
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *English (Second Language); Industrial Training; *Labor Education; *Literacy Education; *Second Language Instruction; Teaching Methods; Unions
IDENTIFIERS- Consortium for Worker Education; *Workplace Literacy

A study was conducted to describe, discuss, and evaluate a workplace curriculum process in which teachers were actively involved in both constructing and teaching curricula. This process was developed by the Consortium for Worker Education (CWE), a group of 22 New York City labor unions through which 15,000 workers attend more than 300 classes at 40 sites annually. Data collection methods were as follows: a review of related literature; interviews with CWE administrators, teachers, and students; classroom observations; and examination of curriculum materials. The study explored the teacher's process in creating a workplace-based literacy curriculum, considering whether or not this is a feasible and effective method, and comparing it to other worker literacy development approaches. The major finding of the study is that, because of the remarkable teachers CWE selects and the exemplary staff supervision and development, these classroom instructors were able both to develop and teach inventive and outstanding curricula. Shaped by the CWE philosophy, which is committed to the union concept and its social action agenda, teachers are steeped in a student-centered ideology that values teacher collaboration, student participation, and flexibility in content and presentation. (The report includes a list of 37 references and appendixes and the following program materials: interview and consent forms; examples of curriculum materials from three CWE classroom sites; and examples of a "Workplace Handbook" developed by CWE.) (Author/KC)

ED 367 912 CE 066 166

Nickles, Ann L.; And Others
Learning for Living. A Series of Lessons for the Adult Learner.
SPONS. AGENCY- South Carolina State Dept. of Education, Columbia. Office of Adult Education.
PUB DATE- 88
NOTE- 514p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Association Annual Convention (Chicago, IL, April 30, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Child Rearing; Higher Education; *Parent Child Relationship; Parent Influence; *Parenting Skills; *Self Esteem; *Student Attitudes; Undergraduate Students

This study was conducted to examine the relationships between parental styles and the components of self-esteem that correspond to Damon and Hart's conceptualization of the self. Specifically, high levels of both parental control and parent acceptance were hypothesized to be positively related to self-esteem. Undergraduate students (N=225) rated their parents' parental styles, appraised components of their own self-esteem, and assessed their adjustment. Subjects completed a demographic questionnaire, the Children's Report of Parental Behavior Inventory for both parents, the Tennessee Self-Concept Scale, and the Langner Symptom Survey. Two multiple analyses of variance, one for mothers and one for fathers, were performed relating parental styles, components of self-esteem, and adjustment. No significant relationships were found for fathers. Mothers' Control was negatively related to physical and personal self-esteem and to adjustment, and when mothers had high Firm Control, mothers' Acceptance was positively related to social, behavior, and general self-esteem and to adjustment. The findings pertaining to the different components of self-esteem are consistent with Damon and Hart's developmental sequence of the self. (Author/NB)

ED 367 932 CG 025 309

Kline, Peter; Martel, Laurence D.
School Success: The Inside Story.
PUB DATE- 92
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; Elementary Secondary Education; Memory; *Study Skills; Success; *Test Wiseness

This workbook was written to help students learn better, study better, and do better in school. Chapter 1 provides an overview of the book. Chapter 2 focuses on five basic skills that can help readers become super students: goal setting, putting things in the right order, asking questions, finding out how you're doing, and discovering patterns. Chapter 3 concentrates on the first of the five basic skills, goal setting. Chapter 4 talks about how to reach the goals that have been set by using a flow chart and prioritizing daily activities. Chapter 5 explores the concept of feedback and chapter 6 focuses on questions and how to ask them. Chapter 7 considers test-taking and describes many different kinds of patterns that can be helpful in test-taking: determining the main points of structure, distinguishing between content and process, building the vocabulary needed to understand the subject, core concepts, comparing and contrasting, getting into the subject, and overlearning. Chapter 8 presents memory techniques to help readers develop a super memory. Chapter 9 explains differences between the left and the right brain, and how they can work together better. Chapter 10 helps readers figure out their own collected from four control sites that had no WTR at all and one control site that had a WTR lab. A reading attitude survey was administered pre and post, and the reactions of teachers, parents, and school administrators were gathered. Results indicated that: (1) the project teachers successfully developed and demonstrated the use of Writing to Read adaptation that included Stories and More software; (2) teacher productivity was increased through the use of Microsoft Works and telecommunications capability; (3) students quickly made the computer a part of their daily life, while it took some teachers longer; (4) parents reported that their children wrote much more at home and loved writing; (5) teachers reported that these students wrote more than previous classes and at a higher quality level; (6) all students described themselves as readers and writers at the post survey; and (7) parents and principals overwhelmingly supported the program. Criteria for scoring writing samples, a classroom observer form, and teacher, principal, and parent questionnaires (one in Spanish) are attached. (RS)

ED 367 953   CS 011 631

Casey, Jean M.
Writing To Read in the Classroom: Literature-Based, Writing Process Approach. The Simi Star Evaluation.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Environment; Classroom Research; Primary Education; Program Effectiveness; Program Evaluation; Whole Language Approach; *Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- Process Approach (Writing); Technology Integration; *Writing to Read

This booklet presents a qualitative evaluation of the Simi Star Project, which sought to demonstrate the use of a Writing to Read adaptation that supports a literature-based, whole language, writing process environment within kindergarten and first-grade classrooms. After a description of the questions that the evaluation asked, the booklet describes how the qualitative evaluation was developed. The booklet then presents the two major conclusions of the evaluation: (1) the most successful results occurred in school sites where the desire for the integration of technology in the classroom originated with the classroom teachers and the site administrator sharing their interest; and (2) all students averaged at least two writing levels higher than those in control classrooms. The paper concludes with answers to eight questions frequently asked by superintendents, principals, teachers, and parents. Eight bar graphs of data are included. (RS)

ED 367 954   CS 011 632

Dikitanan, Rosefren C.
Learning Disability Characteristics of High Risk Freshmen.
PUB DATE- Apr 94
NOTE- 76p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Cognitive Style; *College Freshmen; Higher Education; *High Risk Students; Information Processing;

Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Foreign Countries; Interviews; *Literacy; Mass Media Role; Mass Media Use; National Programs; *Nomads; *Political Influences; *Program Effectiveness; Reading Research; *Social Influences; Social Values
IDENTIFIERS- Literacy as a Social Process; *Maasai People; Tanzania

Part of a large study in Tanzania, a study provides a broad context of obstacles to literacy, particularly those affecting migratory subpopulation groups. Subjects, 480 adults who participated in national literacy programs and belonged to one of two communities of the Maasai, were interviewed. The first group--the Maasai of Longido--represent a section of the pastoral community with a high degree of nomadism. The second group--the Maasai of Monduli--show a lower degree of nomadism with more literacy gains, but nevertheless fall far behind compared to the settled neighbors. Data were collected on migration patterns, family uses of literacy, design and flow of information and knowledge in the pastoral community, and sources of information about drought, livestock diseases, and family health. Preliminary results indicated that: (1) ages of those interviewed ranged from 18 to 79 years; (2) one-third did not attend formal schooling at all; (3) participation and attendance at literacy classes was minimal; (4) attending class meant walking long distances; (5) newspapers, leaflets, posters were rarely seen in the local shops or markets; (6) books were rarely used outside the context of school; (7) local traditional learning systems were closely linked to the Maasai community's survival needs; and (8) the practice of nomadism was an esteemed lifestyle by the Maasai. Findings suggest that the Maasai's social, cultural, and political environment exerts considerable influence on their everyday literacy practice, and that imposition of alien educational systems may have alienated the Maasai. (Contains 38 references; two charts listing migrant societies and pastoral nomads societies are attached.) (RS)

ED 367 973 CS 011 651

Rains, Navene N.
A Study of Attitudes toward Reading of Western Kansas Students in Grades One through Six in a Selected School.
PUB DATE- 93
NOTE- 96p.; M.S. Thesis, Fort Hayes State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Reading Achievement; *Reading Attitudes; Reading Programs; Reading Research; Sex Differences; *Socioeconomic Status
IDENTIFIERS- *Kansas

A study investigated the attitudes toward reading of Western Kansas students in grades 1-6. Of the 156 students in the sample, 45 participated in the study group while 111 constituted the control group. The independent variables were participation status, achievement in reading, gender, socioeconomic class status, intelligence test scores, and grade placement. The dependent variables were scores from the scales of the Elementary Reading Attitude Survey (ERAS). Pretest

on students' writing; (6) studies investigating the reading/writing relationship supported, in varying degrees, the contention that instruction in reading skills improves writing ability; (7) allowing students to choose their own topics cannot be regarded as a factor which might influence effective writing; and (8) providing students the opportunity to write may be more important than providing instruction in how to write. The paper concludes with four recommendations for practice and four recommendations for research. (Contains 27 references.) (RS)

ED 367 992 CS 214 264

Royster, Jacqueline Jones
Eat, Drink and Be Merry for Tomorrow You Teach.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Black Literature; Blacks; Curriculum Development; *English Instruction; *Ethnic Groups; Females; Higher Education; Regional Attitudes; *United States Literature; Womens Studies
IDENTIFIERS- African Americans; *English Teachers; United States (South); Walker (Alice)

Several summers of engaging in dialogue and debate have led one scholar to examine closely the ways and means of English Studies in light of contemporary conditions and restraints--particularly as pertains to American literature. As a woman of African American descent, she appreciates Black Southern culture. As their rhetorical and literary history illustrates, African American women writers and readers seem to perceive a certain inevitability about their stations in life. Writers such as Alice Walker and Anna Julia Cooper present metaphorical strategies for countering such inevitability. There seems to exist among African American women a deeply encoded message that encourages them to seize every opportunity to count. Choices in curricula, content, pedagogy, and assessment present such opportunities. Every day English teachers structure activities designed to enable them and their students to develop their powers of imagination to the extent that they can envision a world in which people have the courage and compassion to imagine themselves in better worlds and the commitment to work relentlessly to make it so. English teachers must act with the courage of their well-deliberated convictions and with compassion that emphasizes an individual's interconnectedness with others. Teachers must teach with a desire to talk and listen well, with an understanding that survival is a cooperative venture, and that teaching and learning are a human enterprise. (SAM)

ED 367 993 CS 214 265

Watt, Letty S.; Street, Terri Parker
Developing Learning Skills through Children's Literature: An Idea Book for K-5 Classrooms and Libraries. Volume 2.
PUB DATE- 94
NOTE- 318p.; For volume 1, see ED 364 898.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; *Authors; *Childrens

specifically address union communicative behavior is provided. The paper then presents an overview of the two general arguments offered as explanations of the current decline of union membership and of union bargaining power and suggests implications which invite future research. The paper concludes with an ideological critique of a formal speech which represents the contemporary argument among many labor activists that the traditional model of "servicing unionism" needs to be changed to a model of "organizing unionism." (Contains 46 references.) (Author/RS)

ED 368 013 CS 508 524

Marco, Gayle
Internationalizing the Business School: Constructing Partnership between the Humanities and the Professions during an NEH Grant Project. Marketing Component.
PUB DATE- Apr 93
NOTE- 7p.; Paper presented at the Annual Conference on Language and Communication for World Business and the Professions (Ypsilanti, MI, April 1-3, 1993). For related papers, see ED 357 397 and ED 357 401.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration Education; Cultural Awareness; *Cultural Context; *Cultural Differences; Foreign Countries; Higher Education; Intercultural Communication; *Marketing
IDENTIFIERS- *Cultural Sensitivity; Robert Morris College PA

The addition of international concepts in the business school curriculum has been a major thrust of accrediting agencies and the profession at large. While marketers working within the United States have a vast amount of knowledge of their customers, many marketers are "fooled" by the notion that consumers in other countries are the same type of consumers as the marketers since they share certain similarities (clothing, food, music). Many business people lack the knowledge of how to apply cultural concepts because of a lack of exposure to other cultures or the "blinder effect" that "everyone in the world wants to be an American." The practical application and/or the use of cultural aspects is a main emphasis of the International Markets course at Robert Morris College (even in low-level marketing courses the international focus is being implemented). The application of cultural aspects are achieved by the use of cultural games/simulations and cultural research with the implication of the culture as it relates to the marketing mix. However, the "cultural universe" at Robert Morris College between the marketing discipline and the Humanities discipline has not been clearly defined to date. (A list of international cultural mistakes, and a description of the amount of cultural borrowing that makes up American culture are included.) (RS)

ED 368 014 CS 508 525

Duncanson, W. Thomas
Conceiving Intellectual and Institutional History in Communication Studies.
PUB DATE- Nov 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

appendices of data tables. (MLH)

ED 368 032 EA 025 467

Rankings of the States, 1970-92. Data-Search Series.
PUB DATE- 92
NOTE- 1,676p.; Rankings for some years have been accessioned separately. See ED 025 045 (1967), ED 326 927 (1988), ED 318 110 (1989), ED 326 971 (1990), ED 343 210 (1991), and ED 364 941 (1993).
LANGUAGE- English
EDRS Price- MF14/PC68 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Enrollment Rate; Expenditures; Government Role; Income; Population Trends; *Public Schools; *School Statistics; State Norms; Tables (Data); Tax Rates; Teacher Salaries

Annual data about public school enrollment, staff and salaries, and related economic topics such as state-local government revenues and expenditures, state population, and the financial support of education are rank-ordered for each year from 1970 through 1992 for the 50 states and the District of Columbia. (ADL)

ED 368 033 EA 025 579

Thompson, Ronnie; Karr-Kidwell, P. J.
Guidelines for School and Community Cooperation: Implementation on a Gang Prevention Program.
PUB DATE- Mar 94
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Clothing; *Delinquency; Drug Use; Elementary Secondary Education; Family Life; *Family Problems; *Juvenile Gangs; *Prevention; *Violence; *Youth Problems
IDENTIFIERS- *Gangs

Youth gangs are not a new phenomena in the United States; however, in the past decade the number of gang members has increased dramatically. Gang prevention-intervention programs are a necessary part of every school's curriculum. Students join gangs for a variety of reasons ranging from boredom to intent on criminal behavior. One characteristic that connects most gang members together is that they have voids in their lives that are filled by joining a gang. Gangs are able to provide young adults with a sense of belonging and self-worth, two things that many dysfunctional families are no longer providing to the youth of today. Street graffiti consisting of crosses, Roman numerals, numbers, and scroll letters act as most gangs' communication. While many view gangs in a homogeneous light, there are significant differences among black, Hispanic, Asian, and white gangs. However, most gangs, regardless of racial makeup, have a chain of command with a clear leader. Listed are common gang identifiers, myths about gangs, 25 conflict-prevention strategies, and 13 gang-prevention strategies for parents. (Contains 50 references.) (KDP)

ED 368 034 EA 025 592

(MLH)

ED 368 052 EA 025 676

Meeting the Challenge, 1993: Pennsylvania's Third Annual National Education Goals Report.
PUB DATE- Sep 93
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Adult Literacy; *Educational Change; *Educational Environment; Educational Equity (Finance); Educational Objectives; Elementary Secondary Education; *Excellence in Education; Lifelong Learning; Safety; School Readiness; *State Action; State School District Relationship; Technological Literacy
IDENTIFIERS- Indicators; *National Education Goals 1990; *Pennsylvania

This third annual Pennsylvania Progress Report is designed to convey to the citizens of Pennsylvania information on how well we are progressing on our road to achieving the National Education Goals. This report has three parts. The first part is a description of the major education initiatives undertaken in 1993 by Governor Casey. The second and most expansive portion describes in various ways how Pennsylvania is moving ahead to meet the National Goals. Each goal and its subsidiary objectives are listed. Within each goal, three sections are included: (1) quantitative information that bears on Pennsylvania's status relative to the National Goals; (2) current efforts under way in Pennsylvania that address the National Goals; and (3) future directions being planned or considered that will result in progress toward the National Goals. The third part of the report identifies types of actions and roles that families, businesses, and communities are taking and must continue to take for Pennsylvania to address the National Goals. Finally, the appendix presents of information and on Pennsylvania education today. (KDP)

ED 368 053 EA 025 677

Reeves, Shirley Smith; Jones, Louise J.
Ethics or the Law: What Drives Administrative Decisions among School Administrators in the Claiborne County Public School System.
PUB DATE- Nov 93
NOTE- 54p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Administrator Education; *Codes of Ethics; *Decision Making; *Educational Administration; Elementary Secondary Education; *Ethics; *Laws; Legal Responsibility; *Moral Values; Public Schools
IDENTIFIERS- *Claiborne County Public Schools MS

A study sought to determine if administrators can make ethical

A study examined the impact of gender on administrative decision making. Do males and females make different decisions? The study tested 56 practicing and aspiring administrators in a graduate program. Of these, 36 were women and 20 were men. The study presented the participants with 15 scenarios often encountered by school administrators. The study participants were given a choice of options to use as solutions to the situations, as well as the option of writing in their own solution. Additionally, the Myers-Briggs Type Indicator was used in the study to produce a four-letter profile of the study participants. The study revealed a clear difference between the decision-making process of aspiring and practicing administrators. Aspiring administrators very rarely wrote in their own solutions, whereas practicing administrators often wrote in additional solutions, usually qualifying one of the options listed. The practicing administrator's decisions reveal a pattern, while the aspiring administrator's decisions tend to be more random. Differences in decisions do not appear related to gender. The dispositions of the administrators identified by the Myers-Briggs Type have considerable impact on decisions. (Contains 21 references.) (KDP)

ED 368 073 EA 025 708

Enger, John M.; Howerton, D. Lynn
Principal Reports of Violence in Schools and Need for a Violence Prevention Program.
PUB DATE- Nov 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Crime Prevention; Elementary Secondary Education; *Prevention; *Principals; *Violence; Youth Problems
IDENTIFIERS- *Arkansas

A study of school principals in the Mississippi delta area of Arkansas explored principals' perceptions of violence in school, and their feelings towards the necessity of violence-prevention programs. Questionnaires were mailed to 292 principals of elementary, middle, and high schools, and 239 responded (81.8 percent). Of the responses, there were 109 elementary, 39 middle school, and 91 high school principals. The responses showed that 96.6 percent of the principals feel there is a need for violence-prevention programs for students, and 97.1 percent believe that inservice violence-prevention programs are needed for teachers. The study shows there is a feeling among principals that greater emphasis on crime prevention in needed in the middle and high schools. Middle school principals reported the highest level of gang-related incidence; however, there is little difference among the three school levels on the number of violent acts committed in school. All the principals identified fights as the most common acts of violence. Fewer than one-half of the principals reported violence involving weapons, and fewer than one-fourth reported gang-related violence. The study revealed that even among rural high schools violence is an issue, and violence prevention is a key concern among most principals. Includes seven tables and nine references. (KDP)

ED 368 074 EA 025 709

Illnesses and Disabilities. CYDLINE Reviews.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Sep 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; *Chronic Illness; *Communication Skills; *Disabilities; Inservice Teacher Education; *Interpersonal Competence; Peer Acceptance; *Peer Relationship; Residential Programs

This collection of annotated bibliographies focuses on the social skills of adolescents, and is drawn from a national database of current programs and literature regarding adolescents with chronic illnesses and other disabilities. Bibliographic materials listed include documents and articles selected from the database of the National Center for Youth with Disabilities. Individual bibliographies cover the following areas: chronic illness and disabilities (seven references), cancer (six), cerebral palsy/spina bifida (five), cystic fibrosis (three), diabetes (three), epilepsy (two), renal/urological disease (two), sickle cell disease (two), physical disabilities (four), craniofacial and limb differences (four), emotional disorders (three), sensory disabilities (eight), learning disabilities (seven), and developmental disabilities and mental retardation (twenty-seven). Training and education materials summarized include nine packages to train educators and students on social skills for adolescents with disabilities. Seven programs including residential, outreach and arts programs are also described. (PB)

ED 368 094 EC 302 839

Legal Issues for Adolescents with Chronic Illnesses and Disabilities and Their Families. CYDLINE Reviews.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Oct 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; *Advocacy; *Chronic Illness; *Civil Rights Legislation; Death; *Disabilities; Educational Legislation; Estate Planning; Ethics; Federal Legislation; Financial Support; Law Enforcement; Legal Aid; *Legal Problems; *Parent Rights; Sexuality; Student Rights

This collection of annotated bibliographies focuses on a broad spectrum of legal issues, and is drawn from a national database of current programs and literature regarding adolescents with chronic illnesses and other disabilities. Bibliographic materials listed include documents and articles concerning the following: consent and confidentiality issues (9 references); reproductive rights and adolescent sexuality (11); civil rights and public policy (7); vocational issues and habilitation rights (7); general legal issues and concerns for health care professionals (12); guardianship, estate planning and special tax considerations (6); legal and ethical issues of dying (6); and the criminal justice system and adolescents with disabilities (13). Other periodicals and resource listed (14) logistical problems, evaluation results, program impact, and future activities. An appendix contains correspondence that documents participants' responses. (Contains 14 references.) (JDD)

ED 368 112 EC 302 866

Part H of the Individuals with Disabilities Education Act. Year 5 Annual Report for Illinois, October 1, 1991-September 30, 1992.
PUB DATE- 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Early Intervention; Educational Legislation; Family Programs; Federal Legislation; Infants; Policy Formation; Preschool Education; *Program Implementation; Public Policy; State Legislation; *State Programs; State Standards; *Statewide Planning; Toddlers
IDENTIFIERS- *Illinois; *Individuals with Disabilities Education Act Part H

This annual report describes Illinois activities in the implementation of a statewide, comprehensive, coordinated system of early intervention services for eligible infants and toddlers and their families, as called for under the Individuals with Disabilities Education Act. The report provides: (1) discussion of progress in each of the 14 component areas of early intervention services, such as a comprehensive child find and referral system, a comprehensive system of personnel development, and a procedure for timely reimbursement of funds; (2) descriptions of 10 state agencies which directly or indirectly provide or administer early intervention services; (3) notes about interagency agreements and interagency coordination; (4) highlights of additional early intervention activities; and (5) a funding report. The report concludes with the text of Illinois' Early Intervention Services System Act. A list of Illinois' accomplishments includes, among others: adopted mission and philosophy statements; approved state policies for the required 14 components; funded services in 27 sites for eligible infants and toddlers; funded evaluation services and implementation of the statewide system of services in selected geographical locations; awarded a contract for public awareness; established 20 local coordinating councils; and awarded a contract to provide technical assistance for local council implementation. (JDD)

ED 368 113 EC 302 867

Smith, Ester Gottlieb
Case Studies of Family and Community Experiences in Transition from School to Post-School Life for Students Receiving Special Education Services. Overview.
SPONS. AGENCY- Texas Planning Council for Development Disabilities, Austin.
PUB DATE- Apr 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Case Studies; *Disabilities; *Educational Planning; *Educational Practices; *Education Work

NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Committees; Decision Making; *Disabilities; Due Process; Elementary Secondary Education; Interdisciplinary Approach; Meetings; Prereferral Intervention; *Referral; State Legislation; *State Standards; *Student Evaluation; Student Placement; Teamwork
IDENTIFIERS- *Child Study Teams; *Virginia

This Virginia document first states the mission of the Child Study Committee (CSC), clarifies its role, and delineates its functions from other existing programs and services. The CSC mission is stated as providing a school-based mechanism to enable school personnel to meet the needs of individual children having difficulty in the educational setting. Committee membership (both required and recommended) is delineated. CSC process is outlined and specific procedures mandated by Virginia's special education regulations are identified. Next, procedural guidelines for making the initial request for assistance from the CSC are provided. Suggested procedures for conducting the initial CSC meeting and follow-up CSC meetings are offered. Next, the relationship of the Child Study Committee to eight other existing programs/services is addressed, including Chapter 1 and Chapter 2 programs, family assessment and planning, and gifted education programs. The final section considers the CSC and student records and confidentiality. A flow chart of the CSC process is attached. Appendices include forms for requesting CSC assistance and documenting meetings; a list of community resources; and separate procedures for infants, toddlers, and preschoolers. (Contains 10 references.) (DB)

ED 368 131 EC 302 887

Iowa Procedures for the Provision of Early Childhood Special Education: Programs and Services in the Least Restrictive Environment.
PUB DATE- 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Programs; Contracts; *Disabilities; Disability Identification; *Early Childhood Education; *Early Intervention; Educational Practices; Eligibility; Financial Support; *Individualized Education Programs; *Mainstreaming; Pupil Personnel Services; Regular and Special Education Relationship; *State Standards; Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Iowa

This document describes: (1) the programs and environments that may be considered as general education environments for children with disabilities under the age of six, in addressing the least restrictive provisions of legislation; (2) the procedures to be followed in the process of developing individualized education program (IEP) goals and objectives; and (3) strategies addressing planning, funding, and contract

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; Classroom Environment; Elementary Secondary Education; Foreign Countries; Friendship; *Hearing Impairments; Life Satisfaction; *Mainstreaming; *Peer Relationship; Social Adjustment; Social Integration; *Social Life; Sociometric Techniques
IDENTIFIERS- Sweden

This pamphlet summarizes a Swedish thesis describing the social situation of hearing-impaired pupils (n=215) integrated in regular classes. Pupils with hearing impairments in grades 1-11 in two counties in Sweden were interviewed, questionnaires were completed by parents and teachers, sociometric studies were carried out, and observations were made. Results indicated that hearing-impaired pupils were less satisfied with their social situation and had fewer friends than their hearing classmates--particularly among teenagers. Younger pupils, pupils not using hearing aids, and pupils with better functional hearing had a more favorable social situation. The thesis concluded that many different circumstances influence the social situation of a pupil with a hearing impairment, including attitudes, behaviors, and personalities of staff and schoolmates; circumstances in the physical environment; and characteristics of the hearing-impaired pupils themselves, such as functional hearing capacity, additional handicaps, personality, and age. (Contains 15 references.) (JDD)

ED 368 151 EC 302 912

Javitz, Harold S.; Wagner, Mary
The National Longitudinal Transition Study of Special Education Students: Report on Sample Design and Limitations, Wave 1 (1987).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 90
NOTE- 88p.; For related documents, see ED 316 552 and EC 302 913-914.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Data Collection; *Disabilities; *Education Work Relationship; Interviews; *Longitudinal Studies; National Surveys; Outcomes of Education; Questionnaires; *Research Methodology; Sampling; Secondary Education; Special Education; Statistical Analysis; Transitional Programs
IDENTIFIERS- *National Longitudinal Transition Study Spec Educ

The National Longitudinal Transition Study (NLTS) of Special Education Students provides ongoing information regarding the transition of youth with disabilities from secondary school to early adulthood. The sample for the study, which began with a 1987 survey (Wave 1), involved more than 8,000 youth from the national population of secondary special education students. Wave 1 had four major components: the parent interview, abstraction of data from school records, the survey of secondary special education programs, and the nonresponse study. This report describes the study's sample and study design features, including the definition of the universe; the methods used to build the sampling frame and select the sample; the response rates and efforts to increase them; procedures for weighting the data; and limitations of the sample and design. Conclusions address: (1) how well the sample is able to estimate school status; (2) comparison of the NLTS estimates of the number of students in each disability condition with U.S.

is argued that while proficiency in vocabulary and language structure are essential for successful reading, comprehension also depends on use of strategies for sorting out, evaluating, and organizing information in a text. Independent ability to use reading strategies is also important. Strategic reading relies on metacognition for reflecting on the purposes and objectives of reading, conscious selection and use of strategies while reading, and monitoring performance. It is suggested that little attention is given to reading strategies in ESL instruction. The SQ3R method is described as a study skills system with five steps: (1) surveying the reading material and establishing a purpose for reading; (2) forming questions; (3) reading in depth; (4) reciting a summary of content; and (5) reviewing to confirm understanding. (Contains 30 references.) (MSE)

ED 368 170 FL 021 824

Brown, Ronald L.
Developing Professionalism in Second Language Education.
PUB DATE- Mar 93
NOTE- 16p.; Paper presented at the Annual International Conference on Teacher Education in Second Language Teaching (2nd, Hong Kong, March 24-26, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Instructional Development; *Language Teachers; Professional Development; *Role Perception; Second Language Instruction; Second Languages; *Teacher Attitudes; Teacher Behavior; *Teacher Education; Teacher Responsibility; *Teacher Role
IDENTIFIERS- *Professionalism

It is suggested that second language teachers often view themselves and are viewed by others as technicians, passive purveyors of prescriptive content, but that they should be encouraged to perceive themselves as professionals. Professionals are defined as those who, by virtue of knowledge and experience in teaching and learning, make instructional decisions and control the learning process. The discussion proceeds to examine three aspects of professionalism in second language education, especially as it relates to English-as-a-Second-Language (ESL) teaching. First, it recommends development in ESL teachers of a constructivist approach to teaching and learning. Second, it is argued that teachers should personally establish explicit objectives with regard to attitude, content, and process in the classroom. Finally, it is proposed that the best time to instill this kind of professional commitment is during ESL teacher education. Benefits of a professional approach to ESL teaching include improved instruction, increased creativity, better teacher morale, and an ability to tolerate ambiguity. (Contains 8 references.) (MSE)

ED 368 171 FL 021 825

Hoyrup, Jens
Sumerian: The Descendant of a Proto-Historical Creole? An Alternative Approach to the "Sumerian Problem." ROLIG-papir 51.
PUB DATE- Sep 93
NOTE- 68p.
LANGUAGE- English

Techniques; College Students; Discourse Analysis; English (Second Language); Foreign Countries; Higher Education; High Schools; High School Students; Immersion Programs; Instructional Effectiveness; *Language Processing; *Language Role; Language Usage; *Learning Processes; Second Language Learning; *Second Languages

IDENTIFIERS- British Columbia; Japan; *Repairs (Language); *Task Characteristics; Two Way Bilingual Education

A study investigated the use of content-based tasks as central and peripheral in second language instruction. Specifically, it examined the relative effects of such tasks that were either central to the syllabus, as sources of knowledge or skills in their own right, or peripheral, as occasional source of language practice. The study was conducted with three groups of students in summer immersion programs: 12 Japanese teenagers with 3 native English-speaking informants; 18 Japanese college students; and 17 adult and secondary-level native English-speaking students enrolled in a Japanese course. Data on language use patterns were gathered in bilingual dyadic exchanges between native English-speakers and Japanese counterparts. Central and peripheral content-based tasks were analyzed for knowledge structures and repair type. Results suggest that learners make a variety of knowledge available to each other during negotiation over content-central tasks, suggesting two-way bilingual education may provide a richer context for learning both language and content. Similarly, content-central tasks, which permit open access to content knowledge, provide richer, more diverse background and situationally relevant knowledge than would content-peripheral tasks. However, it is also concluded that planned, content-peripheral tasks can be useful in providing highly contextualized language use. (MSE)

ED 368 191 FL 021 949

Scholz, George E.
Exploring ESP and Language Testing.
PUB DATE- Apr 93
NOTE- 8p.; Paper presented at the Annual Meeting of the Southeast Asian Ministers of Education Organization Regional Language Center Seminar (28th, Singapore, April 19-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Construct Validity; Content Validity; *Curriculum Design; *English for Special Purposes; *Language Tests; *Second Languages; *Test Construction; Testing; *Testing Problems; Test Validity

A discussion of language testing in the context of a program in English for Special Purposes (ESP) focuses on the lack of "fit" between the two areas and makes some recommendations for improvement. It begins with overviews of recent trends in testing and recent issues in ESP. Overlap is seen in two areas: construct and content validity. It is argued that for learning, teaching, and testing to be in harmony, test specification and test items should be derived from the same need analysis and program consensus used for developing ESP instructional materials, but little research has been conducted on this issue, or indeed in ESP testing in general. It is proposed that the structure of the original need analysis may need to be reviewed and consensus-building be undertaken to increase the program's pedagogic coherence and operational cohesion. Program nature of motivation as portrayed in the questionnaire and journal entries. Questionnaire responses indicated that the subjects had difficulty understanding items phrased negatively or having more than one proposition. Also, much of the journal writing on language study was phrased in a way that prevented clear attribution of motivation. Journal entries commonly requested more listening practice and more information about American culture. Implications for program design are discussed. (MSE)

ED 368 212 FL 022 018

Kester, Donald L.
Bridging the Gap: A Sheltered Approach to Language Acquisition and Academic Success in Torrance Unified School District, Torrance, California. Fifth and Final Evaluation Report (1992-1993).
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 70p.; For an early evaluation report, see ED 345 565.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; Chinese; *English (Second Language); Federal Aid; Intermediate Grades; Japanese; Junior High Schools; Korean; *Limited English Speaking; Middle Schools; *Program Administration; Program Effectiveness; Program Evaluation; Self Esteem; *Student Attitudes; Teacher Aides; Teachers

The fifth year of a 5-year, federally funded project of middle school bilingual education is evaluated and related materials are presented. The program targeted students with Chinese, Korean, and Japanese as their native languages. Evaluation involved visits to six school sites, structured and unstructured interviews, review of documents and records, and classroom observation of English-as-a-Second-Language (ESL) teachers, regular classroom teachers, and bilingual instructional assistants. The data collected were used to evaluate progress toward meeting specific objectives relating to instruction, student achievement, administrative functions, record-keeping, student attitudes and self-esteem, cultural events, curriculum development, and parent involvement. Results are reported. Recommendations for revision of program evaluation methods and program modification are summarized. Appended materials include student achievement statistics, samples of student work and photographs of students, and samples of curricular materials. (MSE)

ED 368 213 FL 022 021

Cook, Janet Pemberton
Does Fathertalk or First Language Literacy Predict Academic Success?
PUB DATE- Mar 90
NOTE- 35p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (San Francisco, CA, March 6-10, 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Bilingual Students; Elementary Education; *English (Second Language); Ethnography;

Annual Summary Report of Degrees Granted by Arkansas Institutions of Higher Education, 1987-88.
PUB DATE- Jul 89
NOTE- 173p.; For 1988-1991 reports, see HE 027 129-131.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; Black Students; *Degrees (Academic); Doctoral Degrees; *Educational Trends; Higher Education; Intellectual Disciplines; Majors (Students); Masters Degrees; Minority Groups; Private Colleges; State Colleges; Tables (Data); Two Year Colleges
IDENTIFIERS- *Arkansas

This document offers a summary report of degrees granted at Arkansas state and independent higher education institutions for 1987-88 and highlights trends over a 5 year period. A summary section notes that total degrees conferred numbered 11,443, an increase of 221 from the previous year. The increase was caused by an increase in baccalaureate degrees granted at public institutions. Business and management and education were the most productive disciplines at the bachelors level and education accounted for 50.5 percent of all Masters degrees. Doctoral degrees in agriculture have dropped 64 percent in 3 years and education and physical sciences were the two fields producing the most doctoral degrees. Of first professional degrees 369 were conferred, an increase of nearly 16 percent from the previous year. Among degrees granted, 10.5 percent were awarded to Black students, an increase of 2.2 percent from 1986-87 but a decease of 13.2 percent from a decade ago. Most of the report presents the detailed supporting data in two appendixes. Appendix A list degrees granted by public institutions 1983-84 to 1987-88 and degrees granted by independent institutions in the same period. Appendix B contains tables showing degrees and awards conferred in 1987-88 by two-year institutions, degrees granted by four-year state institutions, and degrees granted by independent institutions in 1987-88. Appendixes C and D provide a glossary and list of institutional names and abbreviations. (JB)

ED 368 234 HE 027 129

Annual Summary Report of Degrees Granted by Arkansas Institutions of Higher Education, 1988-89.
PUB DATE- Apr 90
NOTE- 193p.; For 1987-88, 1989-91 reports, see HE 027 128-131.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; *Educational Trends; Higher Education; Intellectual Disciplines; Masters Degrees; Private Colleges; State Colleges; Tables (Data); Teacher Education; Two Year Colleges
IDENTIFIERS- *Arkansas

This document offers a summary report of degrees granted at Arkansas state and independent higher education institutions for 1988-89 and highlights trends over a 5 year period. A summary section notes that total degrees conferred numbered 11,769, an increase of 326 from the previous year. The increase was caused by a rise in baccalaureate degrees granted at public institutions. Education continued to account for the largest number of Masters degrees. Doctoral degrees have declined over the past 4 years with most doctoral degrees granted in education and life sciences. Of first professional degrees, 343

Chapter 7 looks at how the elements of personal growth can be used within the context of an existing job. Each chapter ends with a discussion of problems of reality, indicators of success relating to issues, and action for those responsible for career management. Chapter 8 covers the following: an integrated career management framework; suggestions for measuring growth, managing success, publicity, training, and education; and difficulties that might be experienced in introducing and managing a systematic careers management framework. A subject index is appended. (YLB)

ED 367 775 CE 064 418

Herriot, Peter
The Career Management Challenge: Balancing Individual and Organizational Needs.
PUB DATE- 92
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Career Change; *Career Development; Career Education; Career Ladders; Change; *Contracts; Employer Employee Relationship; Foreign Countries; Human Resources; *Individual Needs; *Needs Assessment; Organizational Climate; *Organizational Development; Organizational Objectives; *Personnel Management; Social Environment
IDENTIFIERS- United Kingdom

This book uses the ideas of change, career, and contract to develop a process framework for looking at people in organizations in the 1990s. Chapter 1 contains a figure that illustrates the process: an overall framework of time, the individual and the organization at the core with a psychological contract between them, and the business and social environments in which the organization and individual exist. Chapter 2 looks at the business environment. Chapter 3 considers organizations' expectations of employees. Chapter 4 examines great social movements that affect individuals' expectations and form the frame for the wide range of individual differences. Chapter 5 is devoted to the values necessary if balances are to be struck between organizational and individual expectations; it also discusses the state of the psychological contract in the United Kingdom. Chapter 6 seeks to explain this situation in terms of the strategic changes now sweeping through organizations. The remainder of the book explores how four contractual balances will be achieved by the organizational survivors of the 1990s: those between the organization's need for change and the individual's expectation of support (chapter 7); between loyalty and respect (chapter 8); between knowledge and tolerance (chapter 9); and between intelligence and trust (chapter 10). Chapter 11 suggests some career balances individuals may achieve. Author and subject indexes are provided. (YLB)

ED 367 776 CE 065 003

Crew, Edith D.; And Others
Adult Literacy Leadership Training Project Phase II. Volume I: Toward the Development of a Comprehensive Education and Training Model for Florida's Adult Literacy Leadership.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 91
NOTE- 114p.; For volume II, see CE 065 004.

facilities; and evaluating plant growth. (KC)

ED 367 793 CE 065 786

Solar Energy. 7th and 8th Grade Agriculture Science Curriculum. Teacher Materials.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 93
NOTE- 93p.; For other titles in this set, see CE 065 784-789.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Production; Alternative Energy Sources; Classroom Techniques; Competence; Competency Based Education; Construction Materials; Course Content; Curriculum Guides; Grade 7; Grade 8; Heat; Integrated Curriculum; Junior High Schools; Learning Activities; Lesson Plans; Power Technology; *Solar Energy; Teaching Methods; Test Items; Transparencies; Units of Study
IDENTIFIERS- Agricultural Sciences

This curriculum guide, the third in a set of six, contains teacher and student materials for a unit on solar energy prepared as part of a seventh- and eighth-grade agricultural science curriculum that is integrated with science instruction. The guide contains the state goals and sample learning objectives for each goal for students in grades 8-10 and a teacher presentation outline for the unit. The unit, which begins by listing the agricultural practices and science concepts to be taught, along with activities and applications, contains the following components: teaching steps, lesson outlines, teacher's presentation outlines for each day, student information guide, terms and definitions, worksheets, student activity note sheets, student activity information sheets, student activity record sheets, quizzes, practice problems, and 10 transparency masters. Teacher's activity sheets and tests have answers provided. The unit covers the following topics: drying of agricultural and horticultural crops; space heating of agricultural facilities; production of biomass as an energy source; and production of ethanol and methanol. (KC)

ED 367 794 CE 065 787

Mechanical Advantage. 7th and 8th Grade Agriculture Science Curriculum. Teacher Materials.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 93
NOTE- 74p.; For other titles in this set, see CE 065 784-789.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Engineering; Agricultural Production; Classroom Techniques; Competence; Competency Based Education; Construction Materials; Course Content; Curriculum Guides; Grade 7; Grade 8; Greenhouses; *Horticulture; Integrated Curriculum; Junior High Schools; Learning Activities; Lesson Plans; Teaching Guides; Teaching Methods; Test Items; Transparencies; Units of Study
IDENTIFIERS- Agricultural Sciences

This curriculum guide, the fourth in a set of six, contains teacher and student materials for a unit on mechanical

ED 367 813 CE 065 843

Gardner, Dan
State of Florida Indicators of Program Quality for Adult Education Programs. A Presentation Guide.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; *Adult Programs; *Educational Quality; *Evaluation Criteria; *Program Effectiveness; *State Standards
IDENTIFIERS- *Florida

This presentation guide consists of transparency masters displaying nine Florida indicators of program quality for adult education programs. Evaluation criteria related to the following indicators of program quality are detailed: educational gains, educational outcomes, retention, recruitment, program orientation, program planning and evaluation, curriculum and instruction, support services, and staff development. (MN)

ED 367 814 CE 065 848

Horle, Paul; O'Donohoe, Simon
Addressing the Counselling and Guidance Needs of Mature Students. Report of a Project Funded Jointly by CNAA/UDACE and the University of Glamorgan. Occasional Papers Series. Paper 6.
SPONS. AGENCY- National Inst. of Adult Continuing Education, Leicester (England). Unit for the Development of Adult Continuing Education.
PUB DATE- 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Counseling; *Adult Students; *Counseling Services; *Educational Counseling; Foreign Countries; Higher Education; *Needs Assessment; *Nontraditional Students; Program Design; School Surveys; *Systems Approach
IDENTIFIERS- *University of Glamorgan (Wales)

The University of Glamorgan (Wales) conducted a research project to determine the counseling and guidance needs of its mature students. The project's long-term objective was to develop a new institutional policy for a coordinated guidance and counseling system reflecting the different needs, perceptions, and situations of students and staff, and its short-term objectives were to develop a student support system and staff training programs to meet the counseling/guidance needs of older students. During the project, researchers gathered data through a pilot questionnaire, progressively focused semistructured interviews of students and staff, and group discussions with staff. Data from the survey, interviews, and group discussions were analyzed by using complete and partial transcription methods. A proposal was drafted for a comprehensive system guidance/counseling and tutoring services for mature students that would focus on the following areas/problems: personal tutoring (personal progress,

SPONS. AGENCY- Department of Education and Science, London (England).
PUB DATE- Jul 92
NOTE- 46p.; For related documents, see ED 361 519 and CE 065 886-887.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Colleges; *Continuing Education; *Educational Administration; Educational Development; *Educational Finance; Educational Policy; Financial Policy; Foreign Countries; Postsecondary Education; *Vocational Education
IDENTIFIERS- *Great Britain

Respondents to a good practice questionnaire (n=27) rated financial administration as the factor most impeding development of continuing vocational education (CVE) in Britain. A discussion paper identified four critical areas for this inquiry: costing, pricing, overheads, and incentives. Of the 30 universities to which the paper was sent, 21 agreed to be visited. Findings indicated that all universities accepted the requirement for CVE to be self-financing and adopted their own definition. The primary objective of CVE was rarely income generation, although this was likely to be a necessary condition for sustainability. Universities believed CVE budgeting and accounting should be managed by staff who understand CVE and are trusted professional colleagues in its administration; the ways in which financial regulations were administered were often more important than the regulations. Other findings were as follows: CVE units needed to combine academic credibility and strong links with central administration; the opportunity cost of CVE was rarely fully included in the costing of courses; overheads were extremely variable, as was the range of services they included; much financial administration was driven by costs; and some universities were creating conflicting pressures on CVE units by requiring them to be self-financing and accept institutional responsibilities. (Appendixes include summaries of the financial arrangements at the 21 universities visited.) (YLB)

ED 367 833 CE 065 889

Payne, John; And Others
Learning at Work. Leeds Adult Learners at Work Project Final Report.
PUB DATE- Jul 93
NOTE- 60p.; Cover title varies: "Adult Learners at Work." This research project was funded by the Universities Funding Council.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Continuing Education; Corporate Education; *Educational Opportunities; Employer Employee Relationship; Equal Education; Foreign Countries; Labor Force Development; Organizational Development; Professional Development; Program Effectiveness; *Staff Development
IDENTIFIERS- Great Britain

A study evaluated the extent to which Employee Development (ED) projects provided increased opportunities for continuing general education and training for employees in Britain. A questionnaire that sought to relate employer involvement in ED to wider issues of workplace culture, personnel, and training policies was sent to 70 firms; 50 percent responded. Only 14 questionnaires (20 percent) sent to a control group were returned. Follow-up visits were made to 11 firms. Findings training in Britain. The project rationale was as follows: women face continuing inequalities in the labor market, there are signs of a diminishing concern with equal opportunities, and women's position and experiences in education and training have been underanalyzed and underreported. Difficulties participants identified in relation to gaining access to education, training, and employment fell into three broad clusters: personal and domestic, dispositional or psychological, and structural constraints. Course components that help women move to employment or other levels of education or training were core or basic skills, study skills, educational and vocational guidance, planning for change, job search and acquisition skills, accreditation, and assessment of prior experiential learning, experience, and skills. The most effective reentry or threshold learning activities for women shared features common to all good community education: sensitive recruitment, informal venues, flexibility, and empathetic staff. Problems women experienced in moving from an informal to a formal education or training environment arose largely due to lack of information and guidance, lack of coherent learning routes, and lack of support and practical assistance. (Appendixes include descriptions of courses and initiatives that have assisted women's access and progression.) Contains 109 references. (YLB)

ED 367 851 CE 065 920

Dadzie, Stella
Older and Wiser. A Study of Educational Provision for Black and Ethnic Minority Elders.
PUB DATE- 93
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Books (010)
DESCRIPTORS- Adult Education; Age Discrimination; *Blacks; *Educational Discrimination; *Educational Opportunities; Ethnic Groups; Foreign Countries; *Minority Groups; *Older Adults
IDENTIFIERS- *Great Britain

This publication is the outcome of the Older and Wiser Project that assessed projects' work with elderly black clients. The first part defines who the black elderly are and provides an overview of the black elderly in Britain using data from the 1991 Census. A chart breaks down ethnic minority groups by age. Population pyramids that provide an overview of the age and gender structures of individual black/ethnic minority populations. Specific findings are presented for these populations: African-Caribbean elders, Asian elders, and refugees. The second part contains seven case studies that outline the background and requirements of some of the other ethnic minority elders. They demonstrate clearly that, although black elders have much in common in terms of their experience of institutional racism and isolation from mainstream services, they each have a unique set of circumstances that providers can address only if they are prepared to enter into creative partnerships and ongoing dialogue with the communities themselves. Appendixes include 13 references and further reading; a list of organizations contacted; a paper on "The Particular Requirements of Older People in Ethnic Minority Communities"; and questionnaires. (YLB)

ED 367 852 CE 065 921

Administration; Program Descriptions; Program Implementation; Reading Instruction; *Research Projects; Science Instruction; Social Sciences; Special Needs Students; Staff Development; Student Evaluation; Student Recruitment; *Teaching Methods; Writing Instruction
IDENTIFIERS- *353 Project

This book contains more than 100 abstracts of projects conducted in Pennsylvania during fiscal year 1992-93 funded through Section 353 of the federal Adult Education Act of 1988 (P.L. 100-297). The projects were developed to strengthen the Adult Basic Education (ABE) program through experimentation with new methods, programs, and techniques. In addition, projects provided staff development for personnel working in ABE programs. Each project abstract includes the following: a project title, number, funding information, contact person with address and telephone number, list of products produced, descriptors, a project description, and conclusions based on the evaluation and findings of each project funded. The projects address various priorities: ABE, General Educational Development test preparation, English as a Second Language, family literacy, work force education, learning disabilities, correctional education, conflict resolution, special needs students, computer uses in literacy education, and volunteer training, among other topics. The book is indexed by descriptors, by project director and agency, and by agency. (KC)

ED 367 871 CE 065 961

A.A./N.A. Student/Tutor Training. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 93
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Guidelines; Instructional Materials; *Literacy Education; *Material Development; Program Development; *Program Effectiveness; *Reading Instruction; Reading Materials; *Teaching Guides; Training Methods; *Tutoring
IDENTIFIERS- 353 Project; *Alcoholics Anonymous; Narcotics Anonymous

A project was undertaken to help low-literate Alcoholics Anonymous (AA) and Narcotics Anonymous (NA) members develop the reading and writing skills needed to participate fully in AA/NA programs. A training program consisting of three 1.5-hour-long sessions and accompanying training guidelines were developed and used to train 21 student and 7 tutor AA/NA members in Philadelphia to work together as tutor-student pairs for the purpose of improving reading and writing skills while using AA/NA materials. Participants' written evaluations indicated that they found both the techniques and materials interesting and useful. The adults who used the materials for ongoing instruction stated that the materials supported their participation in AA/NA programs. The training manual and final project report were made available to literacy service providers throughout Pennsylvania. (Attached to this project report are the following: a project information sheet, miscellaneous mailing lists, a training flyer, student and tutor demographic information, and articles about the project. The AA/NA Student/Tutor Training manual, which contains trip materials, lists of candidates, learner essays in Spanish, project publicity, and the manual (separately bound) developed during the project. The manual contains student materials for five lessons on the following topics: registering to vote, elections, voting machines, voting, and the need to vote, and a glossary.) (KC)

ED 367 890 CE 066 042

Retaining Reluctant Learners in ABE through the Student Intake Period.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Cognitive Style; *Dropout Prevention; Dropout Programs; Educational Attitudes; Guidelines; *High Risk Students; *Literacy Education; Models; Small Group Instruction; *Teaching Methods
IDENTIFIERS- 353 Project

A project sought to determine if reluctant learners, about 30 percent of the adult basic education (ABE) population, can be retained in ABE classes through accommodations in the program structure and more effective teacher/counselor intervention. The project was based on earlier research findings that most ABE learners who drop out do so in the first 3 weeks and that often dropout is for attitudinal rather than situational factors. Four groups of five ABE students were selected and treated in one of four ways: a control group, a team approach, a small group approach, and a one-on-one approach. Learning style differences were also explored. The study found that the small group approach worked best. It also found that reluctant learners tend to be highly field dependent in their learning style. From the project, a testing/counseling intake program to identify ABE reluctant learners was developed; program referral guidelines for intake staff for reluctant learners were provided; and recommendations for teaching reluctant learners were written, forming the basis for learning style teaching techniques for reluctant learners. (Contains 18 references.) (KC)

ED 367 891 CE 066 043

Neuman, Susan B.; And Others
Toward a Collaborative Approach to Parent Involvement: The Implications of Parents' Beliefs.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blacks; *Educational Attitudes; *Parent Attitudes; *Parent Child Relationship; Parent Education; Parent Influence; *Parent Participation; Parent Role; *Parent School Relationship; Partnerships in Education; Preschool Education
IDENTIFIERS- 353 Project; African Americans; *Family Literacy

A project explored the possibility of creating a collaborative

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Course Content; *Daily Living Skills; *Learning Activities; Lesson Plans; *Literacy Education; Reading Instruction; Units of Study; Writing Instruction

This packet contains eight workbooks of lessons covering daily living skills for adult basic education or adult literacy education students. The books contain 160 short lessons organized in 13 units. The units cover the following topics: filling out forms; numbers, days, months; money and banking; monthly bills; post office; alphabetical order; using the telephone; review; school; nutrition; you and your health; the newspaper; and a second unit of review. The workbooks include listening exercises, writing exercises, reading exercises, homework, new words, questions to answer, short stories, fill-in-the-blanks exercises; and picture/word matching. The lessons become progressively more difficult throughout the series of books. (KC)

ED 367 913 CE 066 218

The School-To-Work Opportunities Act of 1993. Hearings on S. 1361, to Establish a National Framework for the Development of School-to-Work Opportunities Systems in All States, and for Other Purposes before the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources, United States Senate, One Hundred Third Congress, First Session (September 28 and October 14, 1993).

PUB DATE- 94

NOTE- 185p.; For a related document, see CE 066 219.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Dropout Prevention; Educational Finance; *Educational Improvement; *Educational Needs; *Education Work Relationship; *Federal Legislation; Federal State Relationship; Hearings; High Risk Students; *Noncollege Bound Students; Postsecondary Education; School Business Relationship; Secondary Education; State Federal Aid

IDENTIFIERS- Congress 103rd; *School to Work Opportunities Act 1993

This document records the oral and written given by witnesses at a Congressional hearing on the School-to-Work Opportunities Act of 1993 held in Fall 1993. Witnesses included Senators, the U.S. Secretary of Education, the U.S. Secretary of Labor, business officials, school officials, and program directors of various local and state programs. The testimony noted that the United States is one of the few Western nations that does not provide a career path for noncollege-bound students. It was suggested that formal programs encompassing the last 2 years of high school and 1-2 years after high school be set up to provide students with skills and certification. Cooperation between school systems and business and industry is essential to set up such programs. Testimony also profiled various successful programs throughout the country, such as "academies" for various industries set up within high schools. Such programs have resulted in students not only gaining job skills but also going on for further training or college education. Also stressed was the need to set and adhere high standards and to have staff encouraging young people to look to their futures. (KC)

ED 367 914 CE 066 219

personal learning style, chapter 11 explains how to turn failures into successes, and chapter 12 focuses on time and time management. The final chapter looks at the important role dreams can play in one's life. (NB)

ED 367 933 CG 025 310

Elementary-Middle School Counselor Resource Guide.
PUB DATE- Oct 91
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counseling Services; Elementary Education; *Elementary School Students; *Middle Schools; Program Development; Program Implementation; Resource Materials; *School Counselors

This resource guide was developed to help new elementary and middle school counselors in Georgia plan and implement school counseling programs. It has been organized according to the required tasks in the Georgia School Counselor Evaluation Program. Sample forms, activities, and other information are included with each section of the guide. Further state guidelines regarding school counseling are appended. A section on program planning provides an outline and examples pertaining to the development and implementation of the school-based guidance plan and the counselor's individual plan of action. A section on counseling services provides information and examples pertaining to the implementation and development of counseling services. Information is included to help counselors coordinate individual and group counseling sessions; conduct and lead individual and support group counseling sessions; and evaluate the effectiveness of both kinds of sessions. A section on guidance services gives ideas, examples, and information for delivering classroom guidance, preparing and interpreting group tests, career and life development activities, transition services, and skill building groups. Also included are suggestions for ways to evaluate these services. The fourth section focuses on consultation and includes information about orientation to the consultation process, a model for consultation, and suggestions for delivering consultation services. Section V considers related topics, including ethics, professional development, and public relations. Three appendices contain: (1) a reprint of information on developmental stages of students; (2) Federal and state guidelines; and (3) lists of resources. (NB)

ED 367 934 CG 025 332

Dorian, Alexia Eve
The Effect of a Camp Experience on Self Esteem.
PUB DATE- 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Greek Americans; *Resident Camp Programs; Secondary Education; *Self Esteem
IDENTIFIERS- Greece

Two groups of American adolescents of Greek descent (12-15 year olds N=90 and 16-18 year olds N=166) at an Orthodox Christian

*Learning Disabilities; *Student Characteristics; Student Evaluation; Transitional Programs
IDENTIFIERS- *Kean College of New Jersey

Noting that the existence of learning disabilities after high school is considered problematical, a study determined the presence of learning disabilities among freshmen at Kean College of New Jersey and whether a specific set of learning characteristics exist which interfere with the successful completion of the college curricula. Subjects, 404 high-risk college freshmen, were administered processing, cognitive, and learning styles tests. Results indicated that: (1) 84 students (20.8%) were identified; (2) significant correlation between "failure" and individual measures was found; (3) learning disabled students need to improve their cognitive abilities in vocabulary, comprehension, spelling, and arithmetic; (4) intervention in these areas should be made in conjunction with processing adjustments in visual spatial, visual figure-ground, auditory, and visual-motor; and (5) the learning disabled students exhibited no preferred specific learning style, except in the areas of visual numeric and social group. Findings suggest that the screening procedure was successful and should be continued to provide program modifications for the identified students. (Seven tables of data are included. Contains 43 references.) (RS)

ED 367 955 CS 011 633

Spangenberg-Urbschat, Karen, Ed.; Pritchard, Robert, Ed.
Kids Come in All Languages: Reading Instruction for ESL Students.
PUB DATE- 94
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *English (Second Language); Instructional Effectiveness; *Multicultural Education; *Reading Instruction; Reading Material Selection; School Demography; Second Language Learning; Self Esteem; Student Evaluation; Teacher Role; Teaching Methods
IDENTIFIERS- Authentic Assessment; Content Area Teaching; Culturally Responsive Education

Intended to help students from language-minority backgrounds develop literacy in English, this book identifies and answers the major questions surrounding reading instruction for English as a second language (ESL) students. Specifically, the book reviews and synthesizes what is known about background issues related to the education of ESL students; provides specific suggestions to teachers and administrators for organizing for instruction and enhancing student learning; and gives concrete examples of practical ways in which teachers can develop and implement authentic, meaning-centered instructional activities. Chapters in the book are (1) "Demographic Overview: Changes in Student Enrollment in American Schools" (Julia Lara); (2) "Multiculturation: An Educational Model for a Culturally and Linguistically Diverse Society" (Carlos E. Cortes); (3) "The Acquisition of English as a Second Language" (Jim Cummins); (4) "Self-Esteem: Access to Literacy in Multicultural and Multilingual Classrooms" (Bess Altwerger and Bonnie Lee Ivener); (5) "Instructional Approaches and Teaching Procedures" (Anna Uhl Chamot and J. Michael O'Malley); (6) "Selecting Materials for the Reading Instruction of ESL Children" (Virginia Garibaldi Allen); (7) "Comprehending through Reading scores from the scales of the ERAS were employed as covariant measures and included Attitudes toward Recreational Reading, Attitudes toward Academic Reading, and Total. Six composite null hypotheses were tested. A total of 18 comparisons were made; seven comparisons were significant. The significant findings included participation status, socioeconomic status, and grade level. Results indicated that students who participated in a reading program had significantly higher positive attitudes toward reading than those who did not, high socioeconomic class students had significantly higher positive attitudes toward reading than low socioeconomic class students, and fifth- and sixth-grade students had significantly lower positive attitudes toward academic and total reading than students in grades 1-4. Should the study be replicated, a larger sample should be used, schools of varying size should be included, all grade levels and different organizational structures and a different experimental design should be used. (Contains 30 references and 4 tables of data; letters requesting or granting permission, the ERAS instrument, instructions for administering ERAS, validity and reliability of the ERAS, demographic sheets, and a discussion of the treatment are attached.) (Author/RS)

ED 367 974 CS 214 195

Sims, Kathleen
No Bread, No Butter: Lesbian & Gay Critical & Cultural Theories or Multicultural Discussions in the Wonder Bread Factory.
PUB DATE- 18 Nov 93
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; Cultural Pluralism; *Educational Philosophy; *English Instruction; Females; Higher Education; *Homosexuality; *Ideology; *Instructional Improvement; *Multicultural Education
IDENTIFIERS- *Culturally Relevant Curriculum; Educational Issues

Multicultural studies often emphasize the need to diversify school curricula. There is a need for more varied representations of cultures in English teaching because the representations which teachers present heavily influence students' access to literacy. Many proponents of mainstreaming cultural diversity use liberal theories about cultural difference. However, assimilation and inclusion of minority cultures as the goal of cultural diversity and social change too narrowly define the difference between the circulation of cultures as an economic difference. In assimilating into discourses of economic and linguistic power, marginalized groups, including lesbian and gay alliances, risk estrangement from their culture and negation of their specific histories and oppression and their economic gains. The absence of gay and lesbian culture from the curriculum is a powerful testament to dominant ideologies' power to erase and obscure. Categories of identities become a sort of representational checklist to see how educators are doing--and categories of identities which include race, gender, and class are held as distinct from each

Literature; Class Activities; Elementary Education; *Learning Modalities; Learning Strategies; Library Skills; *Literature Appreciation; Units of Study
IDENTIFIERS- Illustrators; Trade Books

Noting that reading may inspire a child's natural curiosity, creativity, and imaginative behavior, this book presents 54 units of study designed to meet the needs of children's imagination, to use play as a basis for learning, and to explore the lives and writings of well-known authors and illustrators. Each unit in the book identifies objectives to be accomplished by using the ideas presented in the activities. Each unit also includes an annotated bibliography of 7 to 12 appropriate books. Units in the book are arranged in groups of two adjacent grade levels: kindergarten/first grade, first grade/second grade, second grade/third grade, third grade/fourth grade, fourth grade/fifth grade, and fifth grade/sixth grade. Biographical information is given on author/illustrator units. Integration of the curriculum is inherent to all units, and library skills are developed in meaningful situations. A list of seven biographical sources for authors and illustrators, and a directory of publishers, producers, and distributors are attached. (RS)

ED 367 994   CS 214 266

Language Arts Core Curriculum: Secondary Core Curriculum Standards. Levels 7-12, Language Arts (Drama). Revised.
PUB DATE- 91
NOTE- 166p.; Page 12, an information page on "language arts" contains broken and faint type; it is only partially legible.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; *Core Curriculum; Course Descriptions; Drama; *Language Arts; Letters (Correspondence); Persuasive Discourse; Reading Instruction; Research Papers (Students); Secondary Education; State Curriculum Guides; State Standards; *Writing Assignments; Writing Instruction
IDENTIFIERS- *Utah

This curriculum guide presents the core standards and objectives for level 7-12 language arts instruction in Utah. The curriculum guide begins with a statement of the elementary and secondary school program of studies and high school graduation requirements. After a brief statement on the importance of language arts and core curriculum standards (in which the importance of communication skills is stressed), the guide presents detailed core and optional course descriptions and detailed lists of objectives for 42 papers (descriptive essays, narrative texts, persuasive papers, correspondence, resumes, drama experiences, and applied communication) to be written by students at the various levels of instruction. (RS)

ED 367 995   CS 214 267

Bolling, Anna L.
Writing Articulation and Assessment.
PUB DATE- Oct 93
NOTE- 23p.; Paper presented at the Institute for Teaching and Learning Conference (San Jose, CA, October 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Research; Higher Education; Historiography; *Intellectual Disciplines; Intellectual History; Literature Reviews; Politics of Education
IDENTIFIERS- *Delia (Jesse G); *Historical Background

Jesse Delia's essay "Communication Research: A History" (1987) avoids defining "communication research" as subject phenomena, methodology, or a progressive stock of positive propositions. In this way, his essay accommodates in a generous, comprehending, and constructive way a wide array of approaches, disparate interests and motivations, and findings of varied reliability and durability in a broad and non-judgmental sweep. The essay is organized by both macro and micro temporal structures, develops topics by both intellectual saliency and paradigmatic contrast in a fair manner, directs the reader with meta-communication, and progresses from idea to idea with minimal redundancy. However, it remains deeply problematical and emblematic of the political difficulty inherent in disciplinary historiography. By stopping at 1960, more than half of all communication research ever conducted and published was eliminated. Even accepting this limitation, the studies Delia chooses to represent the history of communication research focus on mass communication research. Omitted from the essay are the reception and formation of ideas of which academic writing is supposedly about. Women and people of color were left out entirely, as were key figures in social psychology, many personalists, phenomenologists, and existentialists. Delia's history makes no account of psychoanalytic thought, most social theory, the linguistic turn in philosophy, rhetorical and hermeneutic theory, and semiotics. The essay is politically conservative within a particular meaning of the term--it is the conservatism of the affluent, of more and bigger is better, of all benefit if they cooperate. (Contains 23 references.) (RS)

ED 368 015 CS 508 526

Moore, Scott D.
A Comparison of Socialization Research.
PUB DATE- Feb 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Western States Communication Association (San Jose, CA, February 23-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; Comparative Analysis; Higher Education; Literature Reviews; Models; Organizational Climate; *Organizational Communication; Research Needs; *Social Influences; *Socialization
IDENTIFIERS- Communication Behavior; *Communication Context; Research Suggestions

Although a large body of research exists regarding the construct of "socialization," scholars have no universally accepted definition of this construct. Additionally, scholars have used the term to describe several different components of both structural and communication dynamics without agreeing upon a metaphor or general acceptance of the identity of these

Liontos, Lynn Balster
Shared Decision-Making. ERIC Digest, Number 87.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decision Making; *Decision Making Skills; Elementary Secondary Education; Management Development; *Participative Decision Making; School Effectiveness; Staff Development
IDENTIFIERS- ERIC Digests

Shared decision-making (SDM) is becoming a part of many American schools. Shared decision making is based on a premise that relies on four main assumptions: (1) those closest to the children will make the best decisions concerning the children's education; (2) teachers, parents, and school staff should have influence in policies; (3) those who implement the decisions should have a voice in the decisions; and (4) if those implementing the decision feel a sense of ownership of the decisions, they are more likely to implement the decision effectively. The idea behind SDM is not to replace the principal as a school leader, but rather incorporate the principal into a decision-making team. The purpose of SDM is to improve school effectiveness, improve student learning, increase staff commitment, and ensure schools are responsive to student's needs. There are some disadvantages to SDM; for example, SDM creates new demands on teachers and administrators. Successful implementation of SDM is dependent on many variables, five of which are: (1) start small, go slow; (2) agree on specifics at the outset; (3) be clear about procedures, roles, and expectations; (4) give everyone a chance to get involved; and (5) build trust and support. (Contains 10 references.) (KDP)

ED 368 035 EA 025 606

Gill, Barbara A.
Educators and Visionaries: Women in Educational Administration in New Brunswick.
PUB DATE- Feb 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrator Education; *Educational Administration; Elementary Secondary Education; Foreign Countries; Occupational Information; Public Schools; *Sex Discrimination; *Women Administrators
IDENTIFIERS- *New Brunswick

A study was conducted during spring 1993 of 29 women educators in New Brunswick, Canada, who had either obtained a position or who were actively seeking a position in educational administration. About 25 percent of administrators in the Anglophone school system are women. The largest percentage of these women administrators are in rural school districts. This study was designed to determine some of the reasons for the relatively low percentage of women administrators. The respondents described their experiences in obtaining and legal decisions, and to determine the different weight educational administrators assign to ethical and legal issues when making decisions. The study examined the decision patterns of ethical/illegal, legal/unethical, and unethical/illegal to determine the pattern that would emerge when conflicts existed. Data were gathered through a questionnaire mailed to 25 administrators in the Claiborne County Public School System (CCPSS) during the school year 1992-93. Demographic data related to the sample and data concerning ethics preparation were gathered through the use of the questionnaire. Analysis of the data involved frequency distribution, percentages, paired sample t-tests, and analysis of variance. The data revealed that educational administrators in the CCPSS can make ethical and legal decisions. The ethical decision was selected with significantly greater accuracy than was the legal decision, making the ethical decision pattern dominant. The data revealed that ethics play a major role in day-to-day decision making by educational administrators. These findings indicate that there is a need for including ethics in the curriculum design for training educational administrators. (KDP)

ED 368 054 EA 025 683

Zajda, Joseph
School Curriculum Reforms for the New Values in Post Communist Russia.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Foreign Countries; *Government School Relationship; Models; *Political Attitudes; *Political Socialization; *Politics of Education; Public Schools
IDENTIFIERS- *Russia

In post-Communist Russia, schools have become the site where a new culture and morality will be formed. With the collapse of the rigidly controlled Russian school system, a new paradigm must be created to guide education. To many, a political and ethical void exists in Russian schools. Until 1988, schools in the Soviet Union operated under a single educational program that was often subjected to the periodic reforms of new leaders. In the post-Communist era, it is clear that educational change was needed at all levels. Differentiation in school curricula was adopted, and arts, humanities, and social and physical sciences are being given more attention. The 1992 reform legislation "The Law on Education" encompassed some of these changes. The law stresses the humanistic character of education, common human values, freedom in human development, and citizenship. Pluralism and democracy in educational management and the autonomy of educational institutions are also emphasized. Another document, "The Basic Curriculum of the General Secondary School," reinforces the same changes and stresses choice in curriculum. Under these changes, new attitudes and beliefs about economics, business, and history are also forming. (Contains 12 references.) (JPT)

ED 368 055 EA 025 684

Lumsden, Linda
Class Teaches Students To Cope with Anger.
PUB DATE- 94

Denny, George; And Others
The Dissertation Requirement for Educational Administration Programs.
PUB DATE- Nov 93
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Degree Requirements; *Doctoral Degrees; *Doctoral Dissertations; *Doctoral Programs; *Educational Administration; Graduate Students; *Graduate Study; Higher Education

Dissertations have been an important aspect of doctoral degrees for many years. However, some educators feel that dissertations are an outdated and ineffective part of the doctoral program. A study examined the role dissertations play in doctoral programs. Questionnaires sent to educational administration faculty at the University of Arkansas, Fayetteville, asks questions involving; (1) functions of the dissertation; (2) characteristics of the doctoral students being advised; (3) role of dissertation advisors; and (4) possible alternatives to the dissertation requirement. Questionnaires also were sent to 317 administrators of 52 institutions, all members of the University Council for Educational Administration; the response rate was 51.2 percent. Educational administration advisors ranked intense study of a narrow topic as the highest function the dissertation requirement plays in the doctoral program. Of the doctoral students, 94 percent have their master's degree. A majority of educational administration advisors view approving the dissertation topic as the key role the dissertation advisors play in the doctoral process. More than half of the dissertation advisors follow up on their students regularly. A little more than 50 percent of the Educational Administration advisors note one or more acceptable alternatives to the dissertation requirement. Includes three tables and a dissertation survey. (Contains seven references.) (KDP)

ED 368 075 EA 025 713

Glines, Don
Philosophical Rationale for Year-Round Education.
PUB DATE- 94
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Year-Round Education (San Diego, CA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Elementary Secondary Education; Facility Utilization Research; Lifelong Learning; *School Schedules; *Space Utilization; Track System (Education); *Year Round Schools

Year-round education (YRE) is much more than a space utilization program; it is a philosophy that considers the total learning environment. Lifestyles, work patterns, and communities are continuing to change, and YRE is designed to custom fit the individual needs of students and parents. The current opinion on YRE is split among those who support YRE, those who oppose include summaries of legislation, listings of legal aid programs, tax brochures and parent guides. Four advocacy agencies are also described with contact information. (PB)

ED 368 095 EC 302 840

Saccuzzo, Dennis P.; And Others
Identifying Underrepresented Disadvantaged Gifted and Talented Children: A Multifaceted Approach. (Volumes 1 and 2.)
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 147p.; For individual chapters, see EC 302 841-846.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Identification; Aptitude Tests; Cultural Differences; Culture Fair Tests; *Disadvantaged Youth; Educational Diagnosis; Elementary Secondary Education; Ethnic Groups; *Gifted; *Intelligence Tests; Low Income Groups; Minority Group Children; *Screening Tests; Test Bias
IDENTIFIERS- *Raven Progressive Matrices; *San Diego Unified School District CA

The primary purpose of this study was to determine if a model for identifying gifted and talented students could be developed which would provide equal access to gifted programs for children of all ethnic and economic backgrounds. The culturally and ethnically diverse San Diego City School District provided a pool of over 35,000 children referred for giftedness whose records were coded and analyzed through this research. Based on these findings, a model designed to increase the proportion of ethnically and economically diverse students referred for assessment and identified as gifted was implemented and evaluated, with the Raven Progressive Matrices used as the criterion measure of intellectual ability. Component research papers by Dennis P. Saccuzzo, Nancy E. Johnson and Tracey L. Guertin cover the following topics: the use of the Raven Matrices in an ethnically diverse gifted population; use of the Wechsler Intelligence Scale for Children - Revised (WISC-R) with disadvantaged gifted children; evaluation of risk factors in selecting children for gifted programs; information processing in gifted versus nongifted African-American, Latino, Filipino, and White children; ethnic and gender differences in locus of control in at risk gifted and nongifted children; and understanding gifted underachievers in an ethnically diverse population. Appendices include a teacher nomination form, a student/parent information form, and an independent evaluation review, in which author Margie Kitano finds the new model to have significantly impacted school system practice and increased the number and proportion of underrepresented students referred and identified although failing to fully meet the initial criterion for equal access. (Contains 222 references.) (Author/PB)

ED 368 096 EC 302 841

Saccuzzo, Dennis P.; And Others
Use of the Raven Progressive Matrices Test in an Ethnically Diverse Gifted Population.
PUB DATE- 94
NOTE- 15p.; In: Saccuzzo, Dennis P.; And Others. Identifying Underrepresented Disadvantaged Gifted and Talented Children: A Multifaceted Approach. (Volumes 1 and 2); see EC 302 840.
LANGUAGE- English

Relationship; Normalization (Disabilities); Rehabilitation; Secondary Education; Special Education; *Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- Individualized Transition Plans; *Texas

This report examines family and community experiences in transition from school to post-school life for students receiving special education services. It presents the vision of transition planning in Texas, the state of practice as reflected in a study of 27 students, and conclusions and recommendations. The transition planning vision calls for planning at the state, regional/local, and individual levels to enable all people to choose where to live, work, and play; to make informed choices and have control over their lives; to participate in their community; and to be responsive to change. The study assessed awareness of transition planning and the Individualized Transition Plan (ITP), school staff training, parental involvement, community-based educational training/work sites, program organization and resource allocation, ITP meetings and participants, transition planning outcome goals, relationships with agencies, barriers to effective planning, and value of transition planning. Recommendations call for: student, parent, and school staff training; greater involvement of students in transition planning; development of strategies to compensate for lack of parental involvement; greater attention to recreation and leisure activities; increased emphasis on development of social networks; moving from paper compliance to outcome-based planning; allocation of school funding to support transition planning and services; and need for schools to build connections with local communities and develop an array of options for community participation. (JDD)

ED 368 114 EC 302 868

Garland, Corinne W.; And Others
Project SpecialCare. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 10 Dec 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Caregiver Role; *Child Caregivers; *Day Care Centers; *Disabilities; Early Childhood Education; Models; Normalization (Disabilities); *Social Integration; *Training; Young Children
IDENTIFIERS- Project SpecialCare; Virginia

Project SpecialCare was designed to expand child care options available for families of young children with disabilities through development of a model for training home-based and center-based caregivers. The SpecialCare model was field-tested with 187 caregivers representing 55 different care settings in eastern Virginia. The SpecialCare model of training builds on traditional caregiving roles and skills, expanding caregivers' knowledge and level of comfort, so that caregivers are willing and able to extend their traditional roles to care for children with disabilities. Training provides information on inclusive child care, getting to know children with disabilities, building relationships with families, including children in daily activities, community services for children with disabilities, and preparing for the child's arrival. Products developed by the project include a caregivers' self-assessment, a manual on active learning for children with disabilities, and development. Specific topics addressed include: types of general and special education programs and settings; IEP procedures; determination of present levels of educational performance; determination of annual goals and short-term instructional objectives; extent of participation in general education and special education and modifications for general education participation; special education instructional, support, and related services; monitoring the IEP in integrated placements; justification for instructional programs, support, and related services being recommended; and program standards for providing special education in community-based early childhood centers. Appendices provide additional information on: funding (including sources, limitations, and contract development); procedures for requesting reverse integration programs; feasibility of placement in community-based programs; and use of adjusted program reports in community-based centers. (DB)

ED 368 132 EC 302 888

Sitlington, Patricia L.; Frank, Alan R.
Adult Adjustment of Individuals with Learning Disabilities Three vs. One Year Out of School. Iowa Statewide Follow-Up Study.
PUB DATE- Oct 93
NOTE- 75p.; For a related study, see ED 350 742.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); *Education Work Relationship; *Employment; Followup Studies; Graduate Surveys; High School Graduates; High Schools; Independent Living; Interviews; *Learning Disabilities; Transitional Programs; *Vocational Adjustment; Wages; Young Adults
IDENTIFIERS- *Iowa

This study investigated the adult adjustment of randomly selected students with learning disabilities in the classes of 1984 and 1985, 1 and 3 years after they exited Iowa high schools. A total of 939 students were interviewed 1 year out of high school, of which 784 were also interviewed 3 years out of school. Results are reported in terms of: (1) general status information such as marital status and living arrangements; (2) information about those employed (wages earned, hours worked per week, fringe benefits received); (3) "successful" adult adjustment relative to specific criteria; and (4) a comparison across the two graduating classes and between years 1 and 3. Data are presented for the total group, by gender, by program model, and by graduation status. Among conclusions are the following: subjects showed significant gains in adult adjustment between the 1-year and 3-year interviews, with dropouts showing the least gains; at the 3-year interview, 38 percent met either the low (27 percent) or high (11 percent) standard of "success," with about one-half living independently; most conclusions seemed valid across both classes; and the results support the need for formal transition planning and provision of transition support during the post-school phase. (Contains 20 references.) (DB)

ED 368 133 EC 302 889

Beam, Gail Chasey; And Others
Project TIE (Teams in Early Intervention): Inservice Training Program for Related Services Personnel, October 1, 1990-September 30, 1993. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

Department of Education counts; and (3) limitations of the sample. The report examines the relatively high nonresponse rates but concludes that the NLTS meets high standards with respect to its procedures and will prove to be useful and valid for policy decisions and for social and scientific analyses. Sixteen tables detail the report's findings. (DB)

ED 368 152 EC 302 913

Marder, Camille; And Others
The National Longitudinal Transition Study of Special Education Students: Report on Procedures for the Second Wave of Data Collection (1990).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 92
NOTE- 206p.; For related documents, see ED 316 552 and EC 302 912-914.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; *Disabilit Ies; *Education Work Relationship; Interviews; *Longitudinal Studies; National Surveys; Outcomes of Education; Questionnaires; *Research Methodology; Sampling; Secondary Education; Special Education; Statistical Analysis; Transitional Programs
IDENTIFIERS- *National Longitudinal Transition Study Spec Educ

The National Longitudinal Transition Study (NLTS) of Special Education Students provides ongoing information to the special education community regarding the transition of youth with disabilities from secondary school to early adulthood. The sample for the study, which began with a 1987 survey (Wave 1), involves more than 8,000 youth from the national population of special education students who were at least 13 years old in the 1985-86 school year. These subjects were again surveyed in 1990-91 (Wave 2). This report documents the data collection and data processing procedures for Wave 2 of the NLTS. Data collection components for Wave 2 included parent/youth telephone interview and mail questionnaires (n=6,684) as well as school transcripts and surveys (n=4,057). Tables provide details of the data collection and preparation activities. The bulk of the document consists of appendices. These include information on Wave 1 substudies, the parent/youth interview instrument, the parent and youth mail questionnaires, and the school based data collection instruments. (DB)

ED 368 153 EC 302 914

Javitz, Harold; Wagner, Mary
Report on Sample Design, Wave 2 (1990). A Report from the National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 93
NOTE- 31p.; For related documents, see ED 316 552 and EC 302 912-913.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Data Collection; *Disabilities; *Education Work Relationship; Interviews; *Longitudinal Studies; National Surveys; Outcomes of Education; Questionnaires; *Research

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Creoles; Diachronic Linguistics; Foreign Countries; *Language Classification; *Language Patterns; Linguistic Theory; *Pidgins; Uncommonly Taught Languages; Written Language
IDENTIFIERS- *Sumerian

Problems in determining the origins of Sumerian, an ancient language, are described, and an alternative approach is examined. Sumerian was spoken in southern Iraq in the third millennium B.C. and later used by Babylonian and Assyrian scribes as a classical language. While early texts in Sumerian are considered a better reflection of the original language than are more recent texts, they offer no compelling evidence of the language's identity and the cuneiform in which they are written gives limited information about grammar, pronunciation, and vocabulary. The language was also linguistically isolated despite its historical importance. It is proposed that the Sumerian language may have evolved from a creole language in southern Iraq in the mid- to late fourth millennium B.C. Supporting evidence is drawn from written Sumerian text forms and from the evolution of other pidgins and creoles. Specific aspects of pidginization and creolization considered include common patterns in phonology, lexicon, sentence structure, gender and animacy, noun and nominal chain, adjectives, ergativity, verbs, and a number of minor features. Evidence of a pre-Sumerian form is also considered. This perspective is offered not as a final solution but as providing some insight into interpretation of Sumerian. (Contains 79 references.) (MSE)

ED 368 172 FL 021 826

Ushioda, Ema
Acculturation Theory and Linguistic Fossilization: A Comparative Case Study. CLCS Occasional Paper No. 37.
PUB DATE- 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Case Studies; Creoles; *Cultural Context; Culture Conflict; Diachronic Linguistics; English (Second Language); Foreign Countries; Japanese; *Language Patterns; Language Research; Language Usage; Linguistic Theory; Native Speakers; Pidgins; Second Language Learning; *Second Languages
IDENTIFIERS- *Fossilized Language

A study explored the relevance of acculturation theory to language fossilization in the advanced stages of second language learning. Case studies of two native Japanese speakers with long experience living in an English-speaking environment are examined. First, the model of acculturation is outlined: it proposes that socio-psychological factors, particularly social and psychological distance, are central to second language learning success and draws a parallel with the development of pidgins and creoles in language contact situations. Second, the research methodology is described and the two subjects are introduced, focusing on their language use patterns and social-psychological profiles. The third section reports results of several English usage analyses (morphemes, negatives and interrogatives, complex syntactic structures, lexis and comprehension, pronunciation) and social-psychological analyses (social distance, status, size, attitudes, cultural congruence, integration patterns, cohesion, enclosure, relations with the expatriate community, psychological distance). It is concluded evaluation and improvement would subsequently benefit, and both instructional materials and tests could be made more appropriate. (MSE)

ED 368 192　　　FL 021 950

Watkins, Ruth V., Ed.; Rice, Mabel L., Ed.
Specific Language Impairments in Children.
PUB DATE- 94
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Children; Evaluation Criteria; Family (Sociological Unit); *Genetics; Grammar; *Identification; Intelligence Quotient; Interpersonal Competence; *Language Acquisition; *Language Impairments; Morphology (Languages); Reading Difficulties; *Research Methodology

The fourth volume in a series on communication and language intervention focuses on specific language impairments in children, and contains papers presented at a 1992 conference. Papers include the following: "Specific Language Impairments in Children: An Introduction" (Ruth V. Watkins); "Studies of Genetics of Specific Language Impairment" (J. Bruce Tomblin, Paula R. Buckwalter); "From Families to Phenotypes: Theoretical and Clinical Implications of Research into the Genetic Basis of Specific Language Impairment" (Martha B. Crago, Myrna Gopnik); "Grammatical Challenges for Children with Specific Language Impairments" (Watkins); "Grammatical Categories of Children with Specific Language Impairments" (Mabel L. Rice); "Some Problems Facing Accounts of Morphological Deficits in Children with Specific Language Impairments" (Laurence B. Leonard); "Cognitive Abilities of Children with Language Impairment" (Judith R. Johnston); "Social Competence and Language Impairment in Children" (Martin Fujiki, Bonnie Brinton); "Early Identification of Reading Disabilities in Children with Speech-Language Impairments" (Hugh W. Catts, Chieh-Fang Hu, Linda Larrivee, Linda Swank); and "Reconsideration of IQ Criteria in the Definition of Specific Language Impairment" (Marc E. Fey, Steven H. Long, Patricia L. Cleave). (MSE)

ED 368 193　　　FL 021 953

Scott, Mary Lee
A Look at TEFL in Russia and Ukraine.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; College Faculty; Communicative Competence (Languages); *Educational Environment; Educational Technology; Elementary Secondary Education; *English (Second Language); *Foreign Countries; Higher Education; Instructional Improvement; Instructional Materials; Language Teachers; Native Speakers; Peer Relationship; Second Language Instruction; Surveys; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Authentic Materials; *Russia; *Ukraine

A survey of 53 teachers of English as a foreign language (EFL) in Russia and Ukraine, conducted in May 1992, investigated current teaching conditions and methods and perceived needs and concerns. The teachers taught at elementary, secondary, and postsecondary levels; a majority taught in teacher training

Fathers; *Hispanic Americans; *Language Proficiency; Language Research; Language Skill Attrition; Literacy; *Parent Role; Sex Differences; Spanish
IDENTIFIERS- Comprehensive Tests of Basic Skills; Native Language

This article reports on an ethnographic research project that investigated the relationship between home language use and acquisition of academic English as determined by the Comprehensive Test of Basic Skills (CTBS) scores. The subjects were 33 children ages 10 to 14 from bilingual Spanish-English families. Data on home language use was collected through interviews and taping, with variables including the type of reading and writing in Spanish or English and the language preference for family communication. Results indicated a strong correlation between children's ability to read in Spanish and scores on the CTBS reading and language tests, with no correlation between the amount of Spanish spoken at home and success on the CTBS tests. There was also a correlation between father's educational level and their children's CTBS scores. The findings of this study show that Hispanic children whose parents are monolingual Spanish speakers do better on school measures of academic English if the children maintain oral and written literacy in Spanish. (MDM)

ED 368 214 FL 022 060

Gasparro, Marie; Falletta, Bernadette
Creating Drama with Poetry: Teaching English as a Second Language Through Dramatization and Improvisation. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 4p.; In: Bilingualism and Bilingual Education. NLIA Occasional Paper No. 2; see ED 355 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Techniques; *Dramatics; Drama Workshops; Elementary Secondary Education; *English (Second Language); FLES; Language Skills; *Poetry; *Second Language Instruction; *Teaching Methods
IDENTIFIERS- *Australia

The use of poetry as drama in the English as a Second Language (ESL) classroom enables students to explore the Project. This paper on bilingualism defines the concept and its concentrating on the mechanics of language. Students are able to develop a sense of awareness of self in the target culture through dramatic interpretations of the poems. Teachers using this technique need to consider poetry that matches their students' language skills, ages, and interests. Teachers also need to introduce ESL students to the background of the poetry selected, facilitate the comprehension of vocabulary, idioms, and cultural aspects, establish an acting workshop atmosphere, and create a student-participatory language learning experience. Four poems are discussed that students at different levels can dramatize: (1) "Love in Brooklyn" (John Wakeman); (2) "Why Did the Children Put Beans in Their Ears?" (Carl Sandburg); (3) "Woodpecker in Disguise" (Grace Taber Hallock); and (4) "Read This with Gestures" (John Ciardi). Contains 12 references. (MDM)

ED 368 215 FL 022 073

Literature Review of Federally Funded Studies Related to LEP Students. Final Analytic Report.

were conferred, a decrease of 7 percent from the previous year due in part to a decrease in law school graduates. A special analysis of education degrees finds that implementation of new state public school standards has created demand for teachers trained in mathematics, foreign languages, and the sciences. Despite this demand, a large portion of education degrees continue to be awarded in physical education and elementary education. Appendix A lists degrees granted by public and private institutions 1984-85 to 1988-89. Appendix B contains tables showing degrees and awards conferred in 1988-89 by two-year institutions, degrees granted by four-year state institutions, and degrees granted by independent institutions in 1988-89. Appendix C and D provide a glossary and list of institutional names and abbreviations. (JB)

ED 368 235 HE 027 130

Annual Summary Report of Degrees Granted by Arkansas Institutions of Higher Education, 1989-90.
PUB DATE- Aug 91
NOTE- 221p.; For 1987-88, 1990-91 reports, see HE 027 128-131.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; *Educational Trends; Ethnicity; Higher Education; Masters Degrees; Minority Groups; Private Colleges; State Colleges; Tables (Data); Teacher Education; Two Year Colleges
IDENTIFIERS- *Arkansas

This document offers a summary report of degrees granted at Arkansas state and independent higher education institutions for 1989-90 and highlights trends over a 5-year period. A summary section notes that 12,188 degrees were conferred, an increase of 419 from the previous year. Associate degrees rose sharply by 17 percent from the previous year. Bachelors degrees increased by 9.9 percent over the previous year. Masters degrees declined by 4.1 percent, the lowest levels since 1984-85. After a 4 year decline, 135 doctoral degrees were awarded, the most in the state's history. Of first professional degrees, 324 were conferred, a decrease of 5.5 percent from the previous year due in part to a continued decline in law school graduates. A special section reports on degree productivity in new programs approved by the State Board of Higher Education since 1981 with program data grouped by year of approval. Appendix A lists degrees granted by public and private institutions from 1985-86 to 1989-90. Appendix B contains tables showing degrees and awards conferred in 1989-90 by two-year institutions, degrees granted by four-year state institutions, and degrees granted by independent institutions. Appendix C contains tables showing degrees by ethnicity, 1988-89 through 1989-90. Appendixes D and E provide a glossary and list of institutional names and abbreviations. (JB)

ED 368 236 HE 027 131

Annual Summary Report of Degrees Granted by Arkansas Institutions of Higher Education, 1990-91.
PUB DATE- Mar 92
NOTE- 321p.; For 1987-90 reports, see HE 027 128-130.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Degrees

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Programs; *Educational Needs; Illiteracy; Leaders; *Leadership Training; *Literacy Education; *Models; Needs Assessment; *Staff Development; Statewide Planning
IDENTIFIERS- *Florida

A statewide needs assessment surveyed felt training needs of administrators, instructors, and advisors of adult literacy programs in Florida. Data were collected in the following ways: questionnaires sent to recipients of Adult Supplemental Grants and advisory-council chairpersons; indepth interviews; a literature review and document analysis; and field research. The first activity phase explored the extent and nature of training activities, resources, and benefits. Findings confirmed significant demographic and geographic imbalances in the provision of training throughout the state. Fiscal resources were used mainly for provision of literacy services; relatively small portions were authorized for provider training. The major benefits derived from participation in education and training were in the area of personal and professional growth. The second phase of the study used these findings as a basis for assessing the current state of training and for recommending a framework for systematically addressing education and training. The framework encompassed two operational areas of leadership in adult-literacy education: (1) the state/central, regional, and district levels of operation and (2) administrative, instructional, or advisory functions. A proposal was made for roles, functions, and relationships that constitute the initial steps in building a model support system for training. (Appendixes include a 45-item bibliography, letters and instruments, directory of research participants, sample advisory council training materials, and a list of documents reviewed.) (YLB)

ED 367 777 CE 065 004

Crew, Edith D.; And Others
Adult Literacy Leadership Training Project Phase II. Volume II: Fundamental Considerations in the Conceptualization and Design of Adult Literacy Staff Development and Training.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 91
NOTE- 45p.; For volume I, see CE 065 003. Appendix D: "Foundations" directory, is not included.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Leadership Training; *Models; Program Evaluation; *Program Implementation; Staff Development; *Statewide Planning
IDENTIFIERS- *Florida

This document, which is intended to assist adult literacy staff development and training personnel working at the state, district, and program levels, contains considerations and guidelines essential for an effective, comprehensive staff development and training program. Discussed in Section 1, which is an overview of staff development and training, are the need for a common terminology, purposes of and barriers to adult engineering prepared as part of a seventh- and eighth-grade agricultural science curriculum that is integrated with science instruction. The guide contains the state goals and sample learning objectives for each goal for students in grades 8-10 and a teacher presentation outline for the unit. The unit, which begins by listing the agricultural practices and science concepts to be taught, along with activities and applications, contains the following components: teaching steps, lesson outlines, teacher's presentation outlines for each day, student information guide, terms and definitions, worksheets, student activity note sheets, student activity information sheets, student activity record sheets, quizzes, practice problems, and 12 transparency masters. Teacher's activity sheets and tests have answers provided. The unit covers the following topics: (1) selection of the best horticultural or agricultural tool for a job and (2) agricultural mechanics. (KC)

ED 367 795 CE 065 788

Electrical Energy. 7th and 8th Grade Agriculture Science Curriculum. Teacher Materials.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 93
NOTE- 80p.; For other titles in this set, see CE 065 784-789.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; Agricultural Production; Classroom Techniques; Competence; Competency Based Education; Construction Materials; Course Content; Curriculum Guides; *Electric Circuits; *Electricity; Facilities; Grade 7; Grade 8; Integrated Curriculum; Junior High Schools; Learning Activities; Lesson Plans; Teaching Guides; Teaching Methods; Test Items; Transparencies; Units of Study
IDENTIFIERS- Agricultural Sciences

This curriculum guide, the fifth in a set of six, contains teacher and student materials for a unit on electrical energy prepared as part of a seventh- and eighth-grade agricultural science curriculum that is integrated with science instruction. The guide contains the state goals and sample learning objectives for each goal for students in grades 8-10 and a teacher presentation outline for the unit. The unit, which begins by listing the agricultural practices and science concepts to be taught, along with activities and applications, contains the following components: teaching steps, lesson outlines, teacher's presentation outlines for each day, student information guide, terms and definitions, worksheets, student activity note sheets, student activity information sheets, student activity record sheets, quizzes, practice problems, and 14 transparency masters. Teacher's activity sheets and tests have answers provided. The unit covers the following topics: providing for the electrical needs of agricultural machines; repair of electrical circuits; designing electrical circuits for agricultural buildings; and estimating electrical power needs for agricultural facilities. (KC)

ED 367 796 CE 065 789

Energy Conservation. 7th and 8th Grade Agriculture Science Curriculum. Teacher Materials.
SPONS. AGENCY- Illinois State Board of Education, Springfield.

accommodation, relationships, personal problems, and financial/legal welfare); vocational tutoring (development of self-preservation and career-vocational skills, institutional membership, and career choice/development); and academic tutoring (study skills and specific subject development, admissions, and option choice). (Contains 15 references.) (MN)

ED 367 815 CE 065 849

Lusterman, Seymour; Lund, Leonard
Innovation and Change in Voc-Tech Education. Report Number 964.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Apprenticeships; *Articulation (Education); Business Responsibility; Community Colleges; Curriculum Development; *Educational Change; *Educational Innovation; Educational Legislation; Educational Needs; Educational Trends; *Integrated Curriculum; *School Business Relationship; Secondary Education; Technological Advancement; Two Year Colleges; *Vocational Education
IDENTIFIERS- Tech Prep

Increasing shortages of skilled workers have resulted in numerous changes and innovations in vocational-technical education (VTE). The overriding objective of these changes/innovations is to improve youths' work readiness. At the secondary level, school systems have adopted business-sponsored programs and integrated them into curricula. Efforts to improve education and make it more responsive to business and industry needs are evident in all of the following elements of the U.S. VTE system: high schools, community and technical colleges, apprenticeship programs, private and technical schools, and federal job training programs. Numerous new organizations and programs have been established to accomplish one or more of the following goals: improve integration of secondary and postsecondary VTE and integration of academic education and VTE; promote consistency, quality, and state-of-the-art currency in VTE curricula; and develop new and stronger connections between business and VTE institutions. Central among such efforts are tech prep or "2 2 articulation" programs and curriculum improvement/coordination efforts to increase employer participation in explicating changing job skill needs and eliminating duplication and waste in existing VTE programs. Legislation to facilitate these reform efforts by changing funding formulas, supporting tech prep, and increasing integration of academic education and VTE is now under consideration. (MN)

ED 367 816 CE 065 851

Dennis, Debora; Manley, Frank
Inclusion of Students with Disabilities in Vocational Programs.
PUB DATE- 4 Dec 93
NOTE- 10p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; *Mainstreaming; Participative Decision Making; *Regular and Special Education Relationship; Secondary Education; Teamwork; *Vocational Education

indicated that many firms were laying off employees but were expecting more of those who remained. Broad-based ED schemes reached a significant percentage of the work force. In some firms there was cooperation over ED, but two other prevalent attitudes were that ED was a management prerogative and ED was a way of dividing the work force. Positive outcomes for ED participants were as follows: compensation for negative experiences in earlier education; elimination of barriers to participation caused by shift work; employee development beyond current job requirements; equal opportunities; personal confidence; and preparation for an unpredictable labor market. Employers hoped ED would help employees better understand the organization, encourage flexibility, develop a learning culture, and create an internal labor market. Recommendations were made for short-term changes in practice and long-term changes in policy. (Appendixes include contacts' addresses, abbreviations, and 72 references.) (YLB)

ED 367 834 CE 065 890

Forrester, Keith, Ed.; And Others
Developing a Learning Workforce. An International Conference (Leeds, England, United Kingdom, July 12-14, 1993). Conference Proceedings.
PUB DATE- Jul 93
NOTE- 108p.; Funded by the University Funding Council.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Learning; Case Studies; *Educational Opportunities; Education Work Relationship; *Employer Attitudes; Employer Employee Relationship; Foreign Countries; Individual Development; *Inplant Programs; Job Training; Labor Force Development; Quality Circles; *Staff Development; Unions
IDENTIFIERS- United Kingdom; *Workplace Literacy

The nine papers in this volume represent a majority of the presentations at a conference that examined in detail employee development (ED) initiatives from Europe and North America. An introduction provides a contextual background to the vocational training and education debates characterizing policy development in the European and North American contexts. "Perspectives on a Learning Workforce" (J. F. Smith) outlines current official policies in the United Kingdom to learning in the workplace that are based on market forces and voluntaristic principles. "The UAW-Ford Life/Education Planning Program" (Robert S. Toronto) focuses on an educational advising program jointly sponsored by the United Auto Workers and the Ford Motor Company. "Workplace Learning and Redesign Initiatives in Switzerland" (Margrit Hugentobler, Ruedi Keller) addresses the relationship between technological-organizational redesign and changes in work organization and employee competence development. "Quality Circles as Learning Contexts" (Urpo Sarala) raises questions about the potential and limitations of quality circles and employee learning. "The Employee Development and Assistance Programme" describes the Ford Motor Company's joint program. "Employee Development in Baxi Heating" illustrates the importance of developing basic education and communication skills as one way of involving semi- and unskilled workers in learning opportunities. "Warm Hearts or Cool Business? Employers' Attitude to Workplace Basic Skills Programs" (Fiona Frank, Mary Hamilton) presents a model for looking at the actors or stakeholders involved in workplace basic education schemes and discusses employers' views on the

Davies, Pat; Parry, Gareth
Recognising Access. The Formation and Implementation of the National Framework for the Recognition of Access Courses.
SPONS. AGENCY- Department of Employment, London (England). Training Enterprise and Education Directorate.; Further Education Unit, London (England).
PUB DATE- 93
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Access to Education; Accreditation (Institutions); Adult Education; Adult Students; Educational Development; Educational Discrimination; Educational Planning; Educational Policy; Foreign Countries; Higher Education; National Programs; Program Development; *Program Implementation; *Reentry Students
IDENTIFIERS- *Access Courses (United Kingdom); United Kingdom

This book focuses on the past, present, and future of the national framework for the recognition of access courses in the United Kingdom. Chapter 1 is an introduction that discusses framework studies and framework features. Chapter 2 is a review of the bodies appointed to plan and oversee the scheme at the center, including an examination of the perspectives and perceptions of the major players. The evolution of the enterprise is reviewed in terms of four developmental stages or phases: preliminary, planning, operational, and review. Chapter 3 is an account of the implementation of the venture that is based mainly on five case studies of agencies authorized to recognize access courses on behalf of the central authorities. Topics include the following: mandate, structure, and resourcing of authorized validating agencies (AVAs); roles and relationships; quality assurance mechanisms; and curriculum issues. Chapter 4 is a concluding commentary of the character, influence, and direction of the framework. The introduction of the framework is evaluated in terms of the original purposes and principles established to guide the formation and implementation of the scheme. Appendixes include information on origins, methods, and outcomes; chronology of events, 1987-92; and brief outlines of the five case study AVAs. Contains 33 references. (YLB)

ED 367 853 CE 065 922

Dadzie, Stella
Working with Black Adult Learners. A Practical Guide.
PUB DATE- 93
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Admission Criteria; *Adult Education; Adult Students; Affirmative Action; *Blacks; Case Studies; *Classroom Techniques; Educational Discrimination; Educational Innovation; *Equal Education; Foreign Countries; Outreach Programs; Student Evaluation; *Student Recruitment; *Teaching Methods
IDENTIFIERS- Great Britain

This guide identifies the key skills for the delivery of education and training for black adult learners in Britain. It provides a rich resource of examples of good practice and case studies of innovative approaches to policy development, curriculum, and support. Each section is structured to include guidelines and handouts for conducting three training sessions on using AA/NA materials to improve literacy skills, is also included.) (MN)

ED 367 872 CE 065 962

Conflict Resolution Model. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 93
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; Behavioral Objectives; *Conflict Resolution; *Curriculum Development; *English (Second Language); Instructional Materials; Learning Activities; *Literacy Education; Material Development; Workshops
IDENTIFIERS- 353 Project

The Conflict Resolution Model project was designed to develop and field test an instructional model and materials for use in providing instruction in conflict resolution theory and techniques to participants in adult basic and literacy education (ABLE) and English-as-a-second-language (ESL) programs. The instructional materials were written in a workshop format and were structured to build on learners' existing knowledge and strengths in conflict resolution while simultaneously presenting alternative conflict resolution techniques. A project manual and a learner's handbook manual were written, field tested on 111 learners in one 1 ESL class and 4 ABLE classes, and revised between field tests. Written evaluations confirmed that the students found the workshops interesting, relevant, and useful. (Accompanying this project report are a learner's handbook and instructor's manual. Included in the learner's handbook are reading materials on arguing, conflict resolution, and group conflict resolution. The instructor's manual includes the following: introduction; instructor's guide consisting of notes and an outline and description of the instructional model; learner's handbook; and overview, outline, activities, and handouts for the three workshops.) (MN)

ED 367 873 CE 065 963

Exploring Culture. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 93
NOTE- 241p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Blacks; *Cultural Pluralism; *Curriculum Development; English (Second Language); Females; Homeless People; Instructional Materials; Lesson Plans; Limited English Speaking; *Literacy Education; Material Development; Models; *Multicultural Education; State Curriculum Guides; Student Developed Materials
IDENTIFIERS- 353 Project; *Pennsylvania (Philadelphia)

approach to parent involvement with their children's education. Participants in the family literacy program were 19 African-American adolescent mothers from low-income backgrounds whose children attended an early intervention program. Parents' beliefs about learning and literacy were sought through a series of peer group discussions. The data revealed a continuum of perspectives ranging from behavioral to constructivist beliefs, indicating that there may be important intragroup variability within a given sociocultural group. The discussions, however, also revealed shared goals that may be used to forge a collaborative relationship between parents and professionals to improve minority children's early education. Illustrations from a family literacy program were used to show how parent beliefs may be incorporated into programmatic changes, building constructive relationships that work toward supporting children's success in schooling. (Contains 63 references.) (KC)

ED 367 892 CE 066 045

Molek, Carol
Seniors: Current Events and Consumer Awareness. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Consumer Economics; Consumer Education; *Curriculum Development; *Literacy Education; *Older Adults; *Workshops
IDENTIFIERS- 353 Project; Pennsylvania (Mifflin County)

A project was conducted to design and implement a curriculum for older adults in the areas of consumer events and consumer awareness. The project aimed to improve the seniors' basic skills by providing relevant content in a basic education context. During the project a curriculum was developed and presented through workshops held in 2 senior centers for 5 weeks per session; about 39 senior citizens in Mifflin County, Pennsylvania attended. The workshops were very successful. Although many training sessions at senior centers have minimal attendance, this workshop had increased attendance at each session. The seniors found the information helpful and relevant to everyday living while enhancing basic skills. A final report including the curriculum was widely distributed throughout the state. Topics covered in the workshop sessions included the following: advertising, crossword puzzles, prescription labels, food labels, billing notices, assessing value of personal property, location of family records, and health care for the elderly. (Materials used in the workshops are included in the project report.) (KC)

ED 367 893 CE 066 046

Guisler, Helen; Molek, Carol
Staff Development: Counseling and Communication. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 93
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

School-to-Work Opportunities Act of 1993. Report together with Supplemental Views To Accompany H.R. 2884. House of Representatives, 103D Congress, 1st Session.
PUB DATE- 10 Nov 93
NOTE- 53p.; For a related document, see CE 066 218.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Dropout Prevention; Educational Finance; *Educational Improvement; *Educational Needs; *Education Work Relationship; *Federal Legislation; Federal State Relationship; High Risk Students; Noncollege Bound Students; Secondary Education; *State Federal Aid
IDENTIFIERS- Congress 103rd; *School to Work Opportunities Act 1993

This document contains the text of the legislation called the "School-to-Work Opportunities Act of 1993," the amendment proposed for the pending legislation, and supplemental views, including cost estimate. Sections of the proposed legislation include the following: table of contents, basic program components, implementation grants to states, grants to local partnerships, national programs and reports, waiver of statutory and regulatory requirements, safeguards, and reauthorization legislation for the Job Training for the Homeless Demonstration Program under the Stewart B. McKinney Homeless Assistance Act. The legislation is proposed to do the following: (1) establish a national framework within which all states can create statewide School-to-Work Opportunities systems that are a part of comprehensive education reform; (2) use workplaces as active learning components in the educational process by making employers joint partners with educators in providing opportunities for all students to participate in high-quality, work-based learning experiences; (3) use federal funds to pay the initial costs of planning and establishing School-to-Work Opportunities systems; (4) help all students attain high academic and occupational standards; (5) build on and advance promising systems such as tech prep, career academies, school-to-apprenticeship programs, cooperative education, and other programs; and (6) promote education for high risk youths and prevent them from dropping out of school. (KC)

ED 367 915   CE 066 317

Entreprise et Innovation. Guide d'enseignement Provisoire (Enterprise and Innovation. Teacher Resource Manual. Interim).
PUB DATE- 93
NOTE- 159p.; French edition of ED 351 601.
LANGUAGE- French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Translations (170)
DESCRIPTORS- Business Administration; Classroom Techniques; Course Content; *Educational Resources; *Entrepreneurship; Foreign Countries; High Schools; High School Students; *Learning Activities; *Lesson Plans; Small Businesses; State Curriculum Guides; Student Evaluation; Teaching Methods
IDENTIFIERS- Alberta

This teacher resource manual is a support document developed to assist teachers of entrepreneurship courses by providing the following: (1) instructional strategies, such as small groups and teaching for thinking; (2) venture project development alternatives; (3) evaluation strategies; (4) learning resources; (5) resources correlated by module; and (6) other

Camp in Greece responded to the Rosenberg Self Esteem Scale (1965). Campers took the test on the first day of camp (pretest) and then two weeks later at the camp's conclusion (posttest). All subjects showed a significant increase in self-esteem scores at the end of their camp experience with the older group scoring slightly higher on both the pre- and posttests. Improved self-esteem scores might arise from: (1) the various therapeutic elements of the camp; (2) the independence felt from an extended stay away from home; (3) campers responding favorably to the demand characteristics of the camp; or (4) an initial suppression of self-esteem among campers at the camp's onset caused by separation anxiety. These factors could also explain differences in test scores between the two groups when one realizes that the older children were more prepared for introspection and self-exploration than the younger campers. (RJM)

ED 367 935 CG 025 337

Roehling, Patricia V.; And Others
Parental Abuse as a Mediator of Codependence among Alcoholics' Offspring.
PUB DATE- Aug 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcoholism; Child Abuse; Emotional Abuse; Higher Education; Parent Child Relationship; *Parent Influence; Parents; Sexual Abuse; Undergraduate Students
IDENTIFIERS- *Adult Child of Alcoholics; *Codependency

Despite little empirical evidence, many psychotherapists believe that parental alcoholism inevitably results in codependence among alcoholics' offspring. The present study examines the hypothesis that intervening factors, such as abusive parenting, mediate the development of codependence. To test this premise, 247 undergraduates completed questionnaires assessing codependence, parental alcoholism, emotional abuse, physical abuse, and sexual abuse. Ninety-five percent of the subjects were Anglo-American and 73 percent were female. Parental alcoholism correlated significantly with emotional abuse and physical abuse but not sexual abuse; the correlations were low enough to suggest that parental alcoholism is not always associated with abusive parenting practices. A multiple regression revealed that emotional and sexual abuse accounted for all of the explainable variance on the codependence measure (R=.47). Results support the thesis that codependence results from more specific events, such as abusive parenting, and not from the general occurrence of parental alcoholism. This may explain why many children of alcoholics do not display maladaptive levels of codependence. Rather, children who are exposed to emotional and sexual abuse, with or without alcoholism, are the group who appear to be at the greatest risk for codependence. (Author/RJM)

ED 367 936 CG 025 338

LeSure, G. Evelyn
Ethnic Differences and the Effects of Racism on College Adjustment.
PUB DATE- Aug 94
NOTE- 33p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Canada, August 22, 1993).

and Writing: Six Research-Based Instructional Strategies" (Nancy Farnan and others); (8) "Language, Literacy, and Content Instruction: Strategies for Teachers" (Alfredo Schifini); and (9) "Assessing the Literacy Development of Second-Language Students: A Focus on Authentic Assessment" (Georgia Earnest Garcia). "The ESL Student: Reflections on the Present, Concerns for the Future (Eleanor Wall Thonis) concludes the book. Author and subject indexes are attached. (RS)

ED 367 956 CS 011 634

Rosaen, Cheryl L.
Negotiating a Literacy Curriculum: Issues of Ownership and Control.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 67p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Environment; Cooperative Learning; *Curriculum Development; Grade 5; Intermediate Grades; Literacy; Sharing Behavior; Student Participation; *Teacher Role; Teacher Student Relationship; Teaching Methods; Whole Language Approach; *Writing Instruction; Writing Research; *Writing Workshops
IDENTIFIERS- *Collaborative Writing; *Teacher Researchers

Determining the appropriate amount and type of teacher and student input is a complex curriculum and instructional challenge for writing teachers. This paper describes a teacher-researcher's experiences while teaching a fifth-grade class and studying a developing writer's workshop approach to writing instruction. She investigated: (1) how students interpret literacy activities and how participation in social context stressing negotiation, shared responsibilities, student voice, and ownership influences students' self-images as writers, their writing, and their contributions to others' learning; and (2) how the teacher's role shapes students' interpretations. The paper discusses negotiation of the literacy curriculum in a writers' workshop, focusing on two female students' participation and development as writers. Writing conferences, group work, collaborative writing, and sharing shaped these students' growing sense of ownership and proficiency and transformed the teacher's own role. Certain experiences in the curriculum-negotiation process can be viewed as "sources for struggle" among teachers and students. Teachers can use these experiences as rich resources for learning about students' interpretations of curriculum, their participation in the learning community, and the teacher's role in shaping interpretations. Growing mutual respect for variant teacher/student interpretations transcends curriculum "control" concerns; teachers gain by learning how to foster writing proficiency in all students. Two tables and one figure detailing aspects of the classroom literacy environment and the writers' workshop are included. Contains 40 references. (Author/RS)

ED 367 957 CS 011 635

Standards for the Assessment of Reading and Writing.

other. Educators must use critical pedagogies providing new paradigms for radical social action which reconfigures dominant sets of ideologies and assumptions. The homogenization of multicultural studies is not something to be taken lightly. A lesbian and gay caucus dedicated to the complexity of diversity can provide a means of critiquing the ideologies which legislate assumptions about teaching and learning. (SG)

ED 367 975 CS 214 204

Proceedings of the American Journalism Historians' Association Conference (Salt Lake City, Utah, October 5-7, 1993). Part I: Newspapers and Journalism.
PUB DATE- Oct 93
NOTE- 608p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Historical Materials (060)
DESCRIPTORS- Civil War (United States); Colonial History (United States); *Freedom of Speech; Health Education; Journalism Education; Journalism History; Libel and Slander; *Mass Media Role; *Newspapers; Peace; Periodicals; Reconstruction Era; *Sex Role; World War II
IDENTIFIERS- Atomic Bomb; Canada; Chinese Revolution (1911); Journalists; *Media Coverage; Professional Concerns; Utah

The Newspapers and Journalism section of the proceedings of this conference of journalism historians contains the following 22 papers: "'For Want of the Actual Necessaries of Life': Survival Strategies of Frontier Journalists in the Trans-Mississippi West" (Larry Cebula); "'Legal Immunity for Free Speaking': Judge Thomas M. Cooley, 'The Detroit Evening News,' and 'New York Times v. Sullivan'" (Richard Digby-Junger); "The Dilemma of Femininity: Gender and Journalistic Professionalism in World War II" (Mei-ling Yang); "'An American Conspiracy': The Post-Watergate Press and the CIA" (Kathryn S. Olmsted); "Female Arguments: An Examination of the Utah Woman's Suffrage Debates of 1880 and 1895 as Represented in Utah Women's Newspapers" (Janika Isakson); "Back Channel: What Readers Learned of the 'Tri-City Herald's' Lobbying for the Hanford Nuclear Reservation" (Thomas H. Heuterman); "The Canadian Dragon Slayer: The Reform Press of Upper Canada" (Karla K. Gower); "The Campaign for Libel Reform: State Press Associations in the Late 1800s" (Tim Gleason); "Partisan News in the Nineteenth-Century: Detroit's Dailies in the Reconstruction Era, 1865-1876" (Richard L. Kaplan); "'Pikadon (The Flash-Boom)': A Study of Press Coverage of the Atomic Bombings of Hiroshima and Nagasaki, 6-12 August, 1945" (Thomas William McCaskey); "A Preliminary Profile of the Nineteenth Century U.S. Peace Advocacy Press" (Nancy L. Roberts); "'A Receipt against the Plague': How Colonial Newspapers Presented Diseases and Their Remedies for Their Readers" (David A. Copeland); "A Grim Elation: Press Reaction to the Atomic Bomb, August 1945" (Cara D. Runsick); "Sun Yat-Sen, the Press, and the 1911 Chinese Revolution" (Xuejun Yu); "Walter M. Camp: Reporter of the Little Big Horn" (Warren E. Barnard); "Captive Audiences: Handwritten Prisoner-of-War Newspapers of the Texan Santa Fe Expedition and the War Between the States" (Roy Alden Atwood); "An Applied Social Science: Journalism Education and Professionalization, 1900-1955" (Brad Asher); "Savannah's Little Watchdog Weekly: The 'Georgia Gazette,' 1978-1985" (Ford Risley); "Exposing the Foundation: The Cultural Underpinnings of the Hutchins Commission" (Jane S. McConnell); "'The Truth about What Happens': Katherine Anne Porter and Journalism" (Jan

(141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Higher Education; *Journal Writing; Student Attitudes; Writing Assignments; Writing Evaluation; *Writing Improvement; *Writing Processes
IDENTIFIERS- Collaborative Writing; Writing Development

Combining the journal writing process with the concepts of collaboration can produce more focused writing and learning. Through the channel of collaborative situations, such as group journal writing, teachers can capitalize on the benefits achieved from the collaborative process and cultivate thinking and writing skills. A group journal writing process was implemented in an upper division applied writing course designed for prospective teachers. Students were divided into groups of four to five members. Students responded, in turn, to a question provided by the teacher. Examination of students' journal entries indicated that the students (1) read and responded to entries by other students; (2) influenced the direction of the entries; (3) supported their ideas through appeal to textual authority; (4) passed the group journals to the next student in a timely manner; (5) wrote more compact and organized entries in group journals than in their individual journals; (6) improved their writing style; and (7) maintained a more mature and objective tone in the group journals than in their individual journals. The instructor subsequently used group journals in two other classes, with similar positive results. Students, without exception, indicated that they enjoyed journal writing. Group journal writing has resulted in improved writing skills, improved comprehension of course content, and an improved attitude toward writing. (Contains 16 references.) (RS)

ED 367 996   CS 214 269

Hall, Nigel, Ed.; Robinson, Anne, Ed.
Keeping in Touch: Using Interactive Writing with Young Children.
PUB DATE- 94
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Class Activities; *Dialog Journals; Elementary Education; *Journal Writing; Letters (Correspondence); *Writing Improvement; *Writing Instruction
IDENTIFIERS- Beginning Writing; Childrens Writing; *Interactive Writing; Writing Development

Through accessible case studies, this book offers insights into the numerous ways in which "interactive writing" (participation of two or more friendly correspondents who exchange texts across an extended period of time) can facilitate children's writing skills. The book notes that interactive writing provides children with enjoyable reasons for authorship and aids their transition from oral to written communication. Chapters in the book are: (1) "Interactive Writing: Its Nature, Role, and Scope" (Nigel Hall); (2) "'It's Just Like Talking to Each Other': Written Conversation with Five-Year-Old Children" (Rose Duffy); (3) "'It's Really OK. He's a Nice Person': Children Writing to Prisoners" (Rita Adey and Glenise Sinnott); (4) "Buddy Journals in the Classroom" (Karen Bromley); (5) "A Year in the Life of a Correspondence: 'I'll Tell You All about It'" (Anne Robinson and others); (6) "'Let's Eat a Sunbeam': Dialogue Journals in the Science Class" (Diane Mannix); (7)

components. F. M. Jablin's communication model of socialization can be used as a point of departure for comparing various other models of socialization research in three loosely organized categories: management literature, communication-education literature, and organizational social science literature. Many of the models use a three-tiered or three-phased socialization process. Characteristic of more thorough models, some authors pay special attention to the influence of outside factors, such as agents or the dynamics of organizational culture. Three issues have not been adequately addressed and should be investigated: (1) the relationship between socialization and time; (2) outside variables that can interrupt or accelerate this relationship; and (3) the manipulation of the socialization process to either increase or decrease job satisfaction and ultimately organizational retention. In the future, the socialization process needs to be identified with a broad model that takes special care to incorporate the subjective influences of outside forces. (Eight figures illustrating various models of socialization are included. Contains 56 references. (RS)

ED 368 016 CS 508 527

Korba, Rod
Creativity and Consciousness in Problem Solving: Creative Cognition and the Modular Mind.
PUB DATE- Nov 93
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Creative Thinking; *Creativity; *Creativity Research; Higher Education; Models; *Neurological Organization; *Problem Solving
IDENTIFIERS- Intrapersonal Communication

While little is known about the processes of creative cognition or about the structure of human memory, scholars do understand the immense task of unraveling the cortical structure and function of the human brain. Existing literature on creativity appears to obscure the processes of creativity far more than it clarifies the creative act. However, intrapersonal problem solving should be examined from a cognitive perspective. In pursuit of a theory of creativity based upon the principles of cognitive science, R. A. Finke, T. B. Ward, and S. M. Smith proposed a theoretical model that examined both the generative and exploratory cognitive structures used in creative cognition. Generative processes, "preinventive" structures and properties, and exploratory processes all combine in this "Geneplore" model, with attributes of the problem stimulus, to foster creative cognition. Creative cognition appears to require that both brain hemispheres be active during cognitive problem solving, which is not a problem since the cerebral cortex is organized around structures that support lateral cortical functions and "deep" neurological architectures. Brain modularity appears to contribute to the process of creative cognition in a number of ways. Creativity may also exist in the structures of the neurological pathways or the neurotransmitters that tie the operation of the brain together. Superimposing brain modularity, neurological pathways, and neurotransmitters on the Geneplore approach to creative cognition would result in a complex model worthy of the educational administration positions. Of the 29 women interviewed, 19 held administrative positions at the time of the study. The majority were vice principals in smaller school districts. The women had an average of 16 years of teaching experience but only 3 years of administrative experience. None had entered teaching intending to become administrators. Many respondents said that as women they brought special skills to their positions such as encouraging communication, collaborative leadership style, team work, and frequent expression of appreciation and encouragement. Some respondents said they had experienced gender-based obstacles to doing their jobs. Although the number of women administrators is increasing, more needs to be done to encourage women to enter the field. (Contains 18 references.) (JPT)

ED 368 036 EA 025 614

Daresh, John C.; Playko, Marsha A.
A Planning Model for Local Administrator Mentor Program Development.
PUB DATE- Feb 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Cooperative Programs; Educational Administration; Elementary Secondary Education; *Management Development; *Mentors; Models; *Planning; *Program Development; School Districts

Mentoring is a continuing process wherein individuals within an organization provide support and guidance to others (mentees or proteges) to help them become effective contributors to organizational goals. Although mentoring can enhance both teacher and administrator effectiveness, this paper focuses on developing mentoring programs for aspiring, beginning, and practicing administrators. To help school districts overcome program development difficulties, a planning model for use in individual school districts or consortia of school systems is presented. The mentor planning model consists of four steps: (1) initial program planning and development (including forming a mentor planning team and deciding who will be mentored); (2) program implementation (involving issues such as identifying and training mentors, matching mentors with proteges, and developing specific mentoring skills); (3) program assessment and revision; and (4) future directions (developing additional professional development activities for administrators). The rationale for starting a mentoring program and possible benefits for mentors, proteges, and districts are discussed. (MLH)

ED 368 037 EA 025 642

Getting Accountability and School Improvement on Track in Texas: A Report by the School Superintendents of Bexar County.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Educational Environment; Elementary Secondary Education; Evaluation Methods; *Evaluation Problems;

NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- *Anger; *Behavioral Objectives; *Behavior Problems; Conflict Resolution; Counseling; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; *Public Schools; *Student Behavior; *Student Problems
IDENTIFIERS- *Eugene Public Schools OR

Many students today face barriers to learning such as physical, sexual, or emotional abuse. Others are exposed to violence, substance abuse, or poor relationships in their home and community. North Eugene (Oregon) High School is trying to combat these barriers to learning with anger-management classes. These classes not only stress the inappropriateness of certain behaviors, but offer students options for expressing their anger. The 9-week class meets every weekday for 90 minutes. The class is a mix of students with severe and less serious problems who are either placed in the class or volunteer for it. Students learn how to respond to different situations and provocative statements by others. Each class period students bring problems before the group for discussion. Students also learn to be attuned to early warnings of reactions to negative situations. Learning to remove oneself from a situation, either physically or emotionally, is another skill students learn. Thinking of consequences of negative behavior, positive reinforcement, and role playing are other skills students learn. Peer support and pressure as well as guest speakers also help students learn how to manage anger. Other Lane County (Oregon) high and middle schools have similar anger-management programs. (JPT)

ED 368 056 EA 025 685

Murgo, Nicholas J.; Walsh, Tammy King
Predictions: From Public School Teacher Salaries to Student Outcomes.
PUB DATE- May 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Budgets; Educational Change; Elementary Secondary Education; *Financial Support; *Outcomes of Education; Public Schools; *Public School Teachers; State Aid; Taxes; Teacher Improvement; *Teacher Salaries
IDENTIFIERS- *Rhode Island

A study of 28 school districts in Rhode Island was done in 1992 to examine the hypothesis that there is a positive correlation between teacher salaries and state aid. The study was originally designed to gather information about teacher salaries and the variables related to them, but was expanded to cover student outcomes and variables related to student performance. With the final data, correlations were drawn to design predictive equations for Rhode Island's educational system. The study reveals that a child's socioeconomic background affects a child's educational performance. Thus, there should be school intervention programs designed to address student's socioeconomic needs. The study fails to find a correlation between increased educational spending and student achievement. The study recommends that 60 percent of educational funding come from the state, and that teacher it, and those who have not decided how they feel about YRE. The split of opinions leaves no one side in the majority. Four common organizational patterns are used by districts implementing a YRE system: (1) school-within-a-school, offering both 9-month and year-round options in the same building; (2) pair of geographically near schools, offering a choice within a neighborhood; (3) neighborhood cluster, offering one year-round schools out of three or four traditional schools; and (4) structure that can accommodate 9-month and year-round schooling within the same option. Eight factors summarize the philosophical rationale for YRE: continuous learning; employment realities, lifestyle diversities, curriculum facilities, improvement catalysts, community enhancements, people considerations, and personal choices. (KDP)

ED 368 076 EA 025 719

Report of the Governor's Task Force on School Construction.
PUB DATE- 30 Jul 93
NOTE- 95p.; For a related document, see ED 189 685.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Committees; *Construction Programs; Costs; *Educational Facilities Planning; *Educational Policy; Elementary Secondary Education; *School Buildings; *Standards; *State Action
IDENTIFIERS- *Maryland

In October 1992, Maryland Governor William Donald Schaefer established a 21-member task force to conduct an in-depth study and review 8 specific areas of the state's public school construction program. This report summarizes the committee's activities, findings, and recommendations. The first recommendation, to review project requests from the 24 local school systems for the next 5 to 10 years, was based on findings concerning projected enrollment increases, aging and outmoded facilities, and plans for year-round facilities use. Additional recommendations include reviewing the state/local shared-cost formula; investigating alternative funding sources for forward funded projects; reviewing the state rate-capacity formula for elementary schools; and reviewing the state policies for funding pre-kindergarten programs and educational facilities. The policies and procedures of the Public School Construction Program should be reviewed to ensure that: (1) all projects comply with state and local growth management plans and policies; (2) existing public school buildings are properly maintained; and (3) newly-constructed facilities will meet the needs of students, educators, and the business community into the 21st century. Also, the Public School Construction Program funding level should be reviewed. Appendices contain the Governor's executive order, construction program rules and regulations, historical background, costs, capital improvement comparisons, public school enrollments and capacities, and other relevant data. (MLH)

ED 368 077 EA 025 720

Bingham, C. Steven
Class Size as an Early Intervention Strategy in White-Minority Achievement Gap Reduction.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Identification; Aptitude Tests; Comparative Analysis; Cultural Differences; *Culture Fair Tests; *Disadvantaged Youth; Educational Diagnosis; Elementary Education; Elementary School Students; *Gifted; Intelligence Tests; *Minority Group Children; Screening Tests; Sex Bias; Test Bias
IDENTIFIERS- *Raven Progressive Matrices; San Diego Unified School District CA; *Wechsler Intelligence Scale for Children (Revised)

The efficacy of use of the Raven Progressive Matrices Test (RPM) in the selection of gifted children from traditionally underrepresented groups was investigated in a large-scale study with a diverse population. A total of 16,985 subjects were given the Raven Progressive Matrices Test. These included 22.7 percent Latinos, 37 percent Whites, 14 percent African-Americans, 2.8 percent Asians, 8.4 percent Filipinos, and 5.6 percent Indochinese, each of whom had been identified as potentially gifted on the basis of a case study analysis by a school psychologist. The sample of children certified as gifted based on Raven performance was compared to a group certified as gifted based on individual administrations of the Wechsler Intelligence Scale for Children - Revised (WISC-R), and to actual enrollment ratios of cultural subgroups for the school district. Findings support the position that the RPM is a more equitable test than the WISC-R for evaluating students from ethnically diverse populations, as well as for ensuring greater gender equity. (PB)

ED 368 097 EC 302 842

Johnson, Nancy E.
Use of the WISC-R with Disadvantaged Gifted Children: Current Practice, Limitations, and Ethical Concerns.
PUB DATE- 94
NOTE- 36p.; In: Saccuzzo, Dennis P.; And Others. Identifying Underrepresented Disadvantaged Gifted and Talented Children: A Multifaceted Approach. (Volumes 1 and 2); see EC 302 840.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Aptitude Tests; Comparative Analysis; Cultural Differences; *Culture Fair Tests; Demography; Disadvantaged Youth; Educational Diagnosis; Elementary Education; Elementary School Students; Ethnic Groups; *Gifted; Intelligence Tests; *Minority Group Children; *Psychometrics; Student Characteristics; *Talent Identification; *Test Bias; Testing Problems; Test Validity
IDENTIFIERS- San Diego Unified School District CA; *Wechsler Intelligence Scale for Children (Revised)

This pair of studies investigated the psychometric adequacy of the Wechsler Intelligence Scale for Children - Revised (WISC-R) with a population of 8,396 potentially gifted elementary children of diverse ethnic and cultural backgrounds as well as diverse emotional and social environments. Study I showed subjects' profiles differed strikingly from those of the WISC-R standardization sample. It also found subjects differed strikingly across ethic groups and across levels of risk in the shape of the verbal IQ-performance IQ difference distribution but not in absolute size of this difference. Skewness of profiles of children with identified risk was in favor of a core training curriculum. Project SpecialCare evaluation results indicate that caregivers' comfort, knowledge, and interest in caring for children with disabilities increased following training. Parents of children with disabilities living in communities where SpecialCare training was provided reported that care was significantly more available following training. This report outlines SpecialCare's goals and objectives, theoretical framework, model description, problems, evaluation, impact, and future activities. Appendices provide a chart outlining the SpecialCare curriculum, sample training agendas, sample training materials, and evaluation instruments. (Contains 10 references.) (JDD)

ED 368 115 EC 302 869

Rose, Deborah F.; Smith, Barbara J.
Providing Public Education Services to Young Children with Disabilities in Community-Based Programs: Who's Responsible for What? Policy and Practice in Early Childhood Special Education Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Agency Cooperation; Civil Rights Legislation; Community Programs; Compliance (Legal); *Day Care Centers; Delivery Systems; *Disabilities; Early Childhood Education; Educational Legislation; Eligibility; Federal Legislation; Financial Support; Individualized Education Programs; *Legal Responsibility; *Mainstreaming; Parent Rights; Parent Role; *Public Education; Social Integration; Student Placement; Supervision; Teacher Role
IDENTIFIERS- Americans with Disabilities Act 1990; *Inclusive Schools; Individuals with Disabilities Education Act; *Project Head Start

As public school personnel struggle to provide preschool-age children with disabilities with high quality, normalized or inclusive preschool experiences, there is an increased need for collaboration with community-based early childhood providers. This paper addresses the federal legal requirements for public school, Head Start, and community-based early childhood personnel, as well as the rights of parents related particularly to public education services to young children (ages 3-5) with disabilities in community-based programs. Three federal laws are reviewed: the Individuals with Disabilities Education Act, the Head Start Act, and the Americans with Disabilities Act. The legal responsibilities of public school personnel, child care providers, Head Start grantees, and parents are specifically discussed for the following areas: (1) individualized educational placements, (2) eligibility, (3) supervision of service delivery, and (4) financial responsibility. The paper concludes that effective inclusive programs are the result of collaborative partnerships. An appendix lists seven organizational resources for information on early childhood policies and programs. (DB)

ED 368 116 EC 302 870

Gilbert, Michael A.
Early Intervention Services in Maryland, 1991-92.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

DC. Early Education Program for Children with Disabilities.
PUB DATE- 22 Dec 93
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Community Programs; Competency Based Education; Compliance (Legal); *Disabilities; Early Childhood Education; *Early Intervention; *Inservice Education; Instructional Materials; *Interdisciplinary Approach; Models; Program Development; Teamwork; Technical Assistance; Therapists
IDENTIFIERS- *Project TIE

This final report describes activities and achievements of Project TIE (Teams in Early Intervention), which developed, implemented, and evaluated an inservice training model to increase the competencies of team members from different disciplines as well as parents. The project was designed to assist in the implementation of Public Law 99-457 (later incorporated within the Individuals with Disabilities Education Act). The project was intended to impact early intervention services at the state level and and at the community-based early intervention program level. Project staff accomplished their goal by: (1) providing training of early intervention teams within a community; (2) developing training materials based on competencies needed by all team members; (3) developing training materials based on critical competencies needed by individual disciplines; (4) providing technical assistance and support; (5) disseminating effectiveness data and training materials; and (6) securing funding for Project TIE Outreach. The project developed four discipline-specific training modules, for health care professionals, occupational and physical therapists, speech language pathologists, and parents. Three model demonstration sites received assessments of their teams' procedures and training needs. Additional dissemination activities resulted in nearly 110 training activities throughout the U.S. Appendices include a discussion of the performance competence model, a description of the development of "community maps" showing various agency interactions at the Santa Fe (New Mexico) site, and two competency exams used in the program. (Contains 20 references.) (DB)

ED 368 134 EC 302 890

A Longitudinal Study of the Experiences of Students with Disabilities: Preliminary Findings for Students Receiving Special Education Services.
SPONS. AGENCY- Texas Planning Council for Development Disabilities, Austin.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Employment; Graduate Surveys; High Schools; *Independent Living; Leisure Time; Longitudinal Studies; *Outcomes of Education; *Postsecondary Education; Program Effectiveness; *Recreational Activities; Social Life; Special Education; Student Participation

This report presents findings from the first 2 years of a 4-year longitudinal study of outcomes for approximately 600 students with disabilities after leaving public school. The study is one component of the Special Education Effectiveness Studies. The

Methodology; *Sampling; Secondary Education; Special Education; Statistical Analysis; Tables (Data); Transitional Programs
IDENTIFIERS- *National Longitudinal Transition Study Spec Educ

The National Longitudinal Transition Study (NLTS) of Special Education Students provides ongoing information to the special education community regarding the transition of youth with disabilities from secondary school to early adulthood. The sample for the study began with a 1987 survey (Wave 1) involving more than 8,000 youth from the national population of secondary special education students. These subjects were again surveyed in 1990-91 (Wave 2). This report describes the data collection instruments and procedures used in Wave 2 of the NLTS. Data collection components for Wave 2 included parent/youth telephone interview and mail questionnaires (n=6,684), school transcripts (n=4,057), summaries of school programs, a school program survey, and a school background survey. Analysis centers on Wave 2 weighting, both in comparison to Wave 1 and in reference to specific samples for secondary program analysis, school services analysis, overall dropout analysis, estimated dropout analysis, school program survey analysis, analysis of trends in postschool outcomes, analysis of vocational rehabilitation services to out-of-school youth, service provision for out-of-school youth, and the contribution of school experiences to postschool outcomes. Analysis also details implications of the nonresponse bias. (DB)

ED 368 154   FL 021 399

Bachman, Lyle F.; And Others
Investigating Variability in Tasks and Rater Judgments in a Performance Test of Foreign Language Speaking.
PUB DATE- Aug 93
NOTE- 27p.; Paper presented at the Annual Language Testing Research Colloquium (15th, Cambridge, England, August 2-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; *Interrater Reliability; *Language Proficiency; *Language Tests; Second Language Learning; Spanish; Speech Skills; *Test Reliability; *Test Theory
IDENTIFIERS- University of California

This paper outlines the development of a performance assessment measure of language speaking ability, the Language Ability Assessment System (LAAS), which is highly reliable and can be examined for reliability through modern measurement theories, such as generalizability theory (G-theory) and the many-facet Rasch theory. LAAS was developed to determine which University of California students were ready for full academic immersion in a foreign country whose language of instruction is not English. Test takers read passages and view recorded lectures in the target language, answering questions in writing and orally, and summarizing the lectures orally. LAAS was tested on 218 University of California students planning to spend an academic year abroad in a Spanish-speaking country. An analysis of the scores, raters, and the test itself found that, according to G-theory measures, the reliability of all the scales, with the possible exception of pronunciation, were well within acceptable limits. Many-facet Rasch measurements demonstrated how individual raters and tasks could affect the estimation of a test-taker's language ability, finding a large range of severity in the raters' judgments of performance. (MDM) that acculturation theory does not account for two important factors, language aptitude and language needs, or for fossilization, and that a broader approach is needed. (MSE)

ED 368 173 FL 021 856

McGillick, Paul
Non-Didactive Reflective Approaches in ELT Teacher Development.
PUB DATE- Mar 93
NOTE- 14p.; Paper presented at the International Conference on Teacher Education in Second Language Teaching (2nd, Hong Kong, March 24-26, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; Educational Strategies; *English (Second Language); Foreign Countries; *Inservice Teacher Education; *Language Teachers; Second Language Instruction; *Second Languages; *Self Evaluation (Individuals)
IDENTIFIERS- *Reflective Teaching

A reflective approach to inservice teacher education for English language teachers is discussed. In it, teachers look closely at what they are doing during instruction, how and why, and the context. The approach is contrasted with traditional experiential teacher training, which regards teaching as transfer of information and learning as receiving, storing, and digesting information. The reflective approach begins with teacher awareness of existing attitudes, knowledge, and skills. In addition, the truly professional teacher combines competence with a degree of intuitiveness; good teaching cannot be taught but can be coached. An effective reflective professional development program encourages teachers to reflect on what they are doing and make productive connections with both their own knowledge and skills and those of their colleagues. A format used in a University of Sydney (Australia) inservice course includes team teaching with a coach, discussion and theoretical input, further input in a workshop context, more teaching, and followup dialogue between coach and trainee. Trainees keep a learner log recording reflection, then present a report at the course's end. Participants are encouraged to view the task as an experiment with themselves as subjects, to derive a profile of themselves as learners. Sample reflective exercises are appended. (Contains nine references.) (MSE)

ED 368 174 FL 021 857

McGillick, Paul
Staying in the Game: Making Conversation in the Classroom.
PUB DATE- 19 Nov 93
NOTE- 15p.; Paper presented at an International Symposium on English Language Teaching (2nd, Taipei, Taiwan, November 19-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Conversational Language Courses; *English (Second Language); Foreign Countries; *Interpersonal Communication; *Language Role; Language Usage; Second Language Learning; *Second

institutions. Over half the respondents reported using communicative methods, while almost a third used traditional methods; a quarter used both. The activities teachers used frequently appeared to reflect primarily a traditional approach, although they reported using a number of communicative activities as well. The most pressing needs identified by the teachers included authentic materials, contact with native speakers of English, and audiovisual equipment. Almost half the teachers expressed a desire to improve their teaching methodology, while nearly a third indicated a desire for increased contact with colleagues, both locally and nationally. (MSE)

ED 368 194   FL 021 957

Aguiar, Manuel; Keenan, James
Educating Language Minority Students: Laws, Regulations, Policies and Guidelines in the Commonwealth of Massachusetts.
PUB DATE- Dec 92
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Bilingual Education; Educational Policy; Elementary Secondary Education; English (Second Language); *Equal Education; *Limited English Speaking; Parent Participation; *Public Policy; Public Schools; Second Language Instruction; Social Discrimination; *State Legislation; State Standards; Transitional Programs
IDENTIFIERS- *Language Minorities

Current versions of Massachusetts state laws, regulations, policy statements, and guidelines concerning the education of limited-English-proficient (LEP) children are compiled here. They include: a policy statement from the state board of education; a synopsis of the mandatory transitional bilingual education law of 1971, in question-and-answer form; the text of the same law; regulations for administering transitional bilingual education programs; guidelines for parental involvement in bilingual programs; guidelines and program models in the education of language minority students; the text of legislation prohibiting discrimination in public schools; regulations concerning access to educational opportunities; guidelines for designing appropriate education programs for small LEP populations (less than 20 in a school district for a given first language) at different grade levels; and legislation concerning establishment of a state bureau of transitional bilingual education. (MSE)

ED 368 195   FL 021 958

Bolton, Sharon
Influence of Gender on Compliment Exchange in American English.
PUB DATE- 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Influences; *English; English (Second Language); *Interpersonal Relationship; *Language Usage; Lesson Plans; Second Language Instruction; *Sex Differences; Sexism in Language; *Sex Role; Textbook Evaluation
IDENTIFIERS- *Compliments (Language)

This study examined the complimenting behavior of men and women

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 23 Aug 93
NOTE- 266p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *Bilingual Education; Classroom Techniques; Comparative Analysis; *Educational Research; Educational Strategies; Elementary Secondary Education; *Federal Aid; Federal Programs; Instructional Effectiveness; Language Research; *Limited English Speaking; *Program Administration; *Research Methodology; Student Characteristics; Teacher Characteristics; Teaching Methods

Research on limited English proficient (LEP) students that was funded under the federal Bilingual Education Act (Title VII) and conducted from 1980-92 are summarized and reviewed. An introductory section gives an overview of the Department of Education's Office of Bilingual Education and Minority Languages Affairs and background in the Title VII research agenda, describes the goals of the literature review, the nature of the reports included, and the review process, and provides a framework based on themes in educational research in general, used for organizing and comparing the studies. Subsequent chapters summarize findings concerning students, teachers, instruction, program administration, and research methods in bilingual education. A final chapter offers an overall summary and conclusions, including recommendations for specific additional studies. Appended materials include an alphabetical listing, by author, of studies reviewed and references cited, a chronological listing of the studies, with annotations, and an overview of methodologies used in federally-funded research studies. (MSE)

ED 368 216 FL 800 704

International Booklet of Recipes and Stories. Final Report, July 1, 1991 to June 30, 1992 and Community Cookbook and Adult Enrichment Center International Cookbook, 1989-90.
PUB DATE- 92
NOTE- 196p.; Best copy available.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Vocabularies/Classifications (134),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Cooks; *Cultural Activities; *English (Second Language); Ethnic Groups; Glossaries; Personal Narratives; Student Centered Curriculum
IDENTIFIERS- *Cook Books; Pennsylvania; *Recipes (Food)

Utilizing 1991-92 Pennsylvania Department of Education Section 353 Special Demonstration Project Funding, the Fayette County Community Action Agency, Inc. Education Center conducted a cookbook and stories project. It was designed to encourage English-as-a-Second-Language (ESL) students to maintain their cultural heritage while learning about that of other groups. The project involved students in various adult education programs throughout the county. Students submitted recipes and stories related to their ethnic background and discussed them in class. They were exposed to word processing techniques and composed artwork to accompany the recipes and stories. The curriculum focused on sharing and strengthening ethnic parts of

(Academic); Doctoral Degrees; *Educational Trends; Ethnicity; Higher Education; Masters Degrees; Minority Groups; Private Colleges; State Colleges; Tables (Data); Teacher Education; Two Year Colleges
IDENTIFIERS- *Arkansas

This document offers a summary report of degrees granted at Arkansas state and independent higher education institutions for 1990-91 and highlights trends over a 5-year period. A summary section notes that 12,533 degrees were conferred, a 2.8 percent increase from the previous year and a 11.7 percent increase from 1986-87. Associate degrees rose again to a total of 2,052 for the year. Bachelors degrees increased by 4.2 percent over the previous year. Masters degrees granted declined for the third year in a row with the number of Masters in education dropping steadily since 1986-87. Doctoral degrees awarded dropped by 5.2 percent after the previous year's large increase. First professional degrees showed an increase of 9.3 percent, the first increase in 3 years. A special section reports on degree productivity in nursing which increased by 27.8 percent in 1990-91. Another section reports on degree production in programs approved by the State Board of Higher Education since 1981. Appendix A lists degrees granted by public institutions from 1986-87 to 1990-91 and degrees granted by independent institutions in the same period. Appendix B contains tables showing degrees and awards conferred in 1990-91 by two-year public institutions, degrees granted by four-year state institutions, and degrees granted by independent institutions. Appendix C contains tables showing degrees by ethnicity, 1989-90 through 1990-91. Appendixes D and E provide a glossary and list of institutional names and abbreviations. (JB)

ED 368 237 HE 027 171

Utah System of Higher Education Data Book (Supplement to Operating Budget Request) 1993-94.
PUB DATE- Dec 92
NOTE- 439p.; For the 1994-95 databook, see HE 027 172; for an earlier data book, see ED 362 076.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Libraries; Budgeting; Comparative Analysis; *Degrees (Academic); Educational Finance; *Enrollment Trends; *Higher Education; Salaries; Student Costs; Tables (Data); Teacher Salaries; Technology Education; *Trend Analysis; Tuition
IDENTIFIERS- *State College and University Systems; *Utah

The Utah system of higher education data book for 1993-94 offers an executive summary and 12 sections of detailed supporting data and information. The executive summary notes major findings including: awarding of 13,576 degrees in 1991-92; enrollment of 100,200 students in the fall of 1992; growth of noncredit customized training; increased importance of student financial aid as costs have increased faster than family income; decline in the percentage of state funds allocated to higher education; average direct costs of almost $3,000 per full time equivalent student; existence of faculty and staff compensation gaps when compared to comparison institutions; and library collections which are not keeping pace with needs. Individual sections then provide data on the following: degrees and awards granted including those awarded at non-public institutions; enrollment projections and enrollment detail; vocational education; tuition and fees; student financial aid; system financial information; budget history; a cost study;

literacy staff development and training, and the characteristics of an effective and comprehensive program. Section 2 describes the four phases of a staff development and training plan: diagnosis, design, implementation, and evaluation. Nontraditional approaches to staff development and training and steps in improving the transfer of learning are covered in Section 3. Provided in Section 4 are general guidelines for evaluating staff development and training and considerations in selecting a program evaluation design. Appendices contain the following: a table outlining the location of staff development and training programs throughout Florida, directories of the administrator/instructor and advisory council respondents to a 1991 survey as part of a project to create a framework for the education and training of Florida's adult literacy leadership, and a listing of commercial and nonprofit vendors. Contains 27 references. (MN)

ED 367 778 CE 065 650

Workplace Literacy in Illinois. A Private Sector Report.
PUB DATE- 93
NOTE- 46p.; Prepared by the "Promoting Literacy in the Workplace" Committee.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Basic Skills; Employer Attitudes; Employer Employee Relationship; Labor Force Development; *Literacy Education; *Private Sector; State Surveys; Statewide Planning
IDENTIFIERS- *Illinois; *Workplace Literacy

A workplace literacy survey was developed and distributed to 4,104 private-sector businesses throughout Illinois to gain a complete and statistically reliable profile of workforce literacy programs. Employers returned 1,340 usable responses. Findings indicated that 53 percent of Illinois firms reported a need to upgrade employees basic skills, yet only 24 percent of the firms provided such training. Companies provided basic skills training for employees primarily because they were aware their work force was unable to meet new and changing job requirements. Basic skills training in private sector firms was largely company financed; 18 percent received public funds to supplement private training dollars. Companies frequently used a combination of educational providers to organize and instruct their workplace literacy programs. Approximately 70 percent of companies with workplace literacy programs reported that half or more of the employee participants improved their abilities to efficiently and competently perform required job tasks. Employers judged workplace literacy programs that provided instruction in reading, writing, math, and communication for native English speakers more effective than programs that provided instruction in English as a Second Language. Recommendations were made for employers, other stakeholders, the Illinois Literacy Council, and Secretary of State Literacy Office. (Appendixes include information on methodology and Secretary of State Workplace Literacy Resources.) (YLB)

ED 367 779 CE 065 651

The Right to Literacy: The Rhetoric, the Romance, the Reality. ACAL National Conference (Sydney, Australia, October 9-11, 1992). Conference Papers, Vol. 1, Plenary and Keynote Sessions.
PUB DATE- Oct 92
NOTE- 159p.; For volumes 2 and 3, see CE 065 652-653.

Dept. of Adult, Vocational and Technical Education.
PUB DATE- 93
NOTE- 95p.; For other titles in this set, see CE 065 784-788.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Production; Classroom Techniques; Competence; Competency Based Education; Construction Materials; Course Content; Curriculum Guides; *Energy Conservation; Facilities; Grade 7; Grade 8; Integrated Curriculum; Junior High Schools; *Landscaping; Learning Activities; Lesson Plans; Teaching Guides; Teaching Methods; Test Items; Transparencies; Units of Study
IDENTIFIERS- Agricultural Sciences

This curriculum guide, the last in a set of six, contains teacher and student materials for a unit on energy conservation prepared as part of a seventh- and eighth-grade agricultural science curriculum that is integrated with science instruction. The guide contains the state goals and sample learning objectives for each goal for students in grades 8-10 and a teacher presentation outline for the unit. The unit, which begins by listing the agricultural practices and science concepts to be taught, along with activities and applications, contains the following components: teaching steps, lesson outlines, teacher's presentation outlines for each day, student information guide, terms and definitions, worksheets, student activity note sheets, student activity information sheets, student activity record sheets, quizzes, practice problems, and 14 transparency masters. Teacher's activity sheets and tests have answers provided. The unit covers the following topics: energy conservation in landscape design, homestead improvement, nursery practices, and the design of agricultural facilities. (KC)

ED 367 797 CE 065 790

Hamilton, Edwin
Adult Education for Community Development. Contributions to the Study of Education, Number 55.
PUB DATE- 92
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Adult Literacy; *Change Strategies; *Citizen Participation; Community Control; *Community Development; Community Organizations; Educational Needs; *Minority Groups; Models; Needs Assessment; Neighborhood Improvement; Nonformal Education; Organizational Development; Poverty; Role of Education; *Social Change

This book is directed at the following audiences: adult educators and others who are either involved in or desire to become involved in community-based work; students of education, the social sciences, or related disciplines who desire information on community involvement as a career or means of fulfilling civic responsibilities, and persons in need of direction, information, and creative ideas for solving community-based problems. Chapter 1 focuses on adult education and social change from a theoretical/philosophical standpoint in relation to illiteracy and poverty. Discussed in chapter 2 are conceptual issues related to education and development. Aspects of community control inherent in community-based approaches (neighborhood organizations, local leadership, citizen

IDENTIFIERS- Cuyahoga Valley Joint Vocational School OH

The number of disabled students in regular vocational training (VT) programs at Cuyahoga Valley Joint Vocational School (Ohio) has increased steadily in recent years. At the school, more than 140 students with diagnosed disabilities are served within a continuum of options as follows: option 1, which entails total inclusion in the VT program with no adjustments to curriculum or specialized support services; options 2 and 3, which provide varying degrees of support personnel and/or curriculum adjustments to help disabled students achieve success in the VT program; and option 4, which is solely for disabled students. Especially in the case of options 2 and 3, the program is based on a team approach that includes input from a vocational evaluator, special needs trainer, vocational special education coordinator, vocational program instructor, the student, the student's parents, and sending district or home school personnel. Student progress is monitored by the program instructor, and interventions to solve academic, attendance, or behavioral problems that may develop are selected by the team. Students follow Individual Education Plans that may be adjusted when necessary. (Appended are transparency masters detailing the continuum of options for special education students and objectives for special needs students in regular vocational programming.) (MN)

ED 367 817 CE 065 861

Occupational Preparation Vocabulary Module. Instructor Manual. Student Manual. Revised.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

PUB DATE- 93

NOTE- 32p.; For related modules, see CE 065 872-874.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Exceptional Persons; *Learning Disabilities; *Occupational Information; Secondary Education; *Special Education; Special Needs Students; Teaching Guides; Teaching Methods; *Test Items; *Vocabulary; Vocabulary Development; *Vocational Education

This module contains a student manual and an instructor's manual for study of vocabulary for vocational education aimed at students with special needs. The student manual consists of quizzes that consist of matching and multiple-choice items that can be used to review the vocabulary of the unit as presented on a videotaped lesson. Answers to the quizzes and a chart of student progress are included at the back of the student manual. The vocabulary lessons include the following topics: orientation to careers; occupational clusters; job searching; job application; cooperative occupational education; succeeding on the job; job responsibilities; on-the-job vocabulary; and consumer skills. The instructor's manual contains information about the vocabulary module, objectives, a list of module components, and suggestions on using the module and the instructor's manual. (KC)

ED 367 818 CE 065 862

Methodology Used in the Project "All Aspects of the Industry" for benefits of and blocks to setting up basic education schemes at the workplace. "An Overview of Workplace Education in Scotland, with Particular Reference to the Work of the Scottish Community Education Council and 'Positive Performance'" (S. Wilkinson) provides an overview of pedagogical issues involved in adult learning in the workplace. "Employee Development in the UK: The Leeds Adult Learners at Work Research Project" (Keith Forrester et al.) reports on an investigation of the extent of employee development learning programs within British companies and of the varied nature of the programs. (YLB)

ED 367 835 CE 065 893

Essential Skills and Generic Skills in the National Qualifications Framework. Consultation Document.
PUB DATE- Nov 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; *Educational Certificates; *Employment Qualifications; Evaluation Methods; Foreign Countries; *Job Skills; Models; Standards; Student Certification; Student Evaluation; Vocational Education
IDENTIFIERS- *National Qualifications Framework (New Zealand)

This booklet presents the concepts of essential and generic skills and issues raised by their incorporation in New Zealand's National Qualifications Framework (NQF). The first section discusses the concepts of essential and generic skills. The second section addresses three major reasons for wider understanding and discussion of these concepts: curriculum and assessment requirements resulting from the New Zealand Curriculum Framework; need to identify essential and generic skills arising from the development of unit standards and qualifications spanning a range of occupations; and similar developments in the assessment and recognition of skills overseas. The third section raises the following issues that must be addressed before decisions on essential and generic skills within the NQF are made: the place for separate essential skills units in the NQF; recognition of essential and generic skills in the NQF at all levels; development of essential and generic skills in meaningful contexts; transfer of skills to new situations; and reporting of skills achievement. The final section presents four alternatives for recognizing essential skills in the NQF. These four models are the separation, adjunct, integrated, and combination models. Advantages and disadvantages are listed. Appendixes include 15 references, Record of Achievement (skills list), Ministry of Education essential skills descriptors, General Vocational Qualifications: Unit in Problem Solving, and glossary. (YLB)

ED 367 836 CE 065 894

The Recognition of Prior Learning. Quality Assurance in Education and Training.
PUB DATE- 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Accreditation (Institutions); *Certification; *Credits; *Educational Policy; *Equivalency

introductory comments to clarify current thinking and contextualize recommended good practice; an outline, in checklist form, of some key issues for students, practitioners, and managers (as appropriate) for use as a training aid or to inform planning, review, and policy development discussions; a practical example, case study, or resource; and a list of resources and useful contacts. Section 1, Pre-Course, covers community consultation, policy development, outreach, and marketing and publicity. Section 2, Recruitment and Selection, addresses educational guidance; precourse assessment and accreditation; recruitment, selection, and admissions; staffing issues; and ethnic monitoring. Section 3, On-Course, focuses on these topics: ethos and environment, personal support, curriculum issues, on-course assessment, language support, and working with refuges. An appendix provides some useful definitions of race equality terms. (YLB)

ED 367 854 CE 065 923

Newton, Wendy M.
Skills Standards, British Style. Linking Assessment and Training in the United Kingdom. NOICC Occasional Paper 6.
PUB DATE- Nov 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Competency Based Education; Developed Nations; *Educational Certificates; Educational Development; Employment Qualifications; Foreign Countries; Job Skills; Minimum Competencies; Minimum Competency Testing; Occupational Information; Postsecondary Education; *Standards; *Student Certification; *Vocational Education
IDENTIFIERS- *National Vocational Qualifications (England)

A major review of vocational education and training has occurred across the United Kingdom since 1986. Employment requirements are being identified in the form of occupational standards that provide the foundation for the new system of vocational qualifications, National Vocational Qualifications (NVQs). Standards describe what people need to be able to do in the work environment and are expressed in terms of the outcomes people are expected to achieve. Each NVQ is made up of a selection of units from the standards. Each unit consists of element titles, performance criteria, and range statements. A nationally agreed methodology for developing standards has been established and refined under the aegis of the Employment Department. Employers are to play a key role in setting and operating the national standards. They are expected to set up assessment systems approved by awarding bodies and ensure that they have the capacity to provide training or to negotiate for training needs to be met through contracts with outside providers. Benefits for employers attributed to standards and NVQs include the following: improved staff motivation, improved quality of product or services, a tool for workforce planning, skill-mix review and job redefinition, attracting and retaining staff, and recruitment advertising. Individuals benefit, since the movement towards flexible delivery of learning materials is given considerable impetus through NVQ developments. (Contains 11 references.) (YLB)

ED 367 855 CE 065 927

Brockett, E. Anne; Gibbons, Virginia M.

This document reports on a project conducted to develop a curriculum to enable adult learners to explore their own and others' cultures while participating in reading, writing, math, English-as-a-Second-Language, or social studies course offered by adult basic education providers throughout Pennsylvania. The curriculum manual in this report consists of an instructor's guide and 10 packets of learner-developed cultural materials. Included in the instructor's guide are the following: suggestions for using the curriculum, an overview of the cultural packets, two model lesson plans for teachers to use in helping classes identify, explore, and document class members' cultures, and the 10 student-developed cultural packets in which students document their own cultures through their own writings and art. Each of the 10 packets deals with the cultures of one of the following groups: West Philadelphians; homeless people; persons in recovery; Black women; grandmothers, mothers, daughters, and sisters; dreamers; math learners; learners of English; computer users, and workers. A 52-item list of recommended readings is provided. (MN)

ED 367 874 CE 065 964

When Bonds Are Broken. Family Literacy for Incarcerated Fathers and Their Children. Year Two. Project #98-4004.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 93
NOTE- 168p.; For sourcebook and teacher's guide, see ED 348 474.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Child Behavior; Child Development; Communication Skills; *Correctional Education; *Family Programs; *Fathers; Intergenerational Programs; Learning Activities; *Literacy Education; Newspapers; Parent Child Relationship; *Parent Education; Prisoners; Problem Solving; Program Development; *Program Effectiveness; Writing Skills
IDENTIFIERS- 353 Project; *Family Literacy

This manual was developed for use in a 17-session family literacy program for incarcerated fathers and their children. The activities in the first eight sessions, which are designed to be completed before the children's first visit, are based on a mix of children's literature and reading materials dealing with child development and parenting. In session 9, the fathers are asked to write about their children's first visit and to complete activities dealing with reflective listening and communicating with children. Among the topics covered in the remaining sessions are the following: learning styles, newspaper reading, low-cost gifts for children, empowerment, reading to children, family communication, dealing with children's problems, problem solving, consequences, and natural and logical consequences. Each section includes some or all of the following: session objectives, session activities, lists of materials needed and recommended books, instructional handouts, worksheets, and discussion questions. Appended are instructions for various games, recipes, songs, and arts and crafts projects to be completed during the individual sessions and a sample report card. A 55-item bibliography of reading and literature texts and other literature used during the course is attached. Also included is a copy of the grant questionnaire completed by the project director for the 1992-93 project year. (MN)

ED 367 875 CE 065 976

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Counseling; *Adult Literacy; *Adult Students; *Counseling Techniques; Counselor Training; Education; Guidelines; *Inservice Teacher Education; Literacy; *Staff Development; Workshops
IDENTIFIERS- 353 Project

A project was conducted to instruct adult education teachers on communications and counseling issues. A series of four workshops were held to provide instructional and support personnel with practical skills that will make them work more effectively with their students. Attendance at all four workshops was excellent, with 20-30 practitioners at each. A positive response to the workshops was demonstrated in written evaluations from participants. The workshops provided much-needed staff development to new and experienced staff. They were particularly helpful in training staff in the following areas: (1) understanding their limits in counseling; (2) making referrals; (3) listening and communication skills; (4) goal setting; (5) motivational skills; (6) understanding diversity; and (7) basic counseling techniques. (Materials used in the workshops form the bulk of the report.) (KC)

ED 367 894 CE 066 047

Lazar, Meryl K.; Bean, Rita M.
A Staff Development Model for Use of a Comprehensive Assessment System in Adult Literacy Programs.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Assessment Centers (Personnel); *Evaluation Methods; Guidelines; Inservice Teacher Education; Instructional Effectiveness; *Literacy Education; *Models; *Staff Development; Student Evaluation; Teaching Methods
IDENTIFIERS- 353 Project

A project was conducted to provide staff development opportunities to adult education instructors so they could use the Adult Informal Measures developed at the University of Pittsburgh, with a long-range goal of creating a staff development model for the use of informal assessment in adult education programs by instructors with varying expertise and situations. The model was created and implemented at three sites, and a set of guidelines for creating staff development opportunities for all adult literacy instructors was developed. Evaluation of the model used documentation of site visits, recommendations, types of follow-up on recommendations, use of assessment materials in classroom operation, and interviews with instructors and students. The study found that learning to use informal assessment involves more than a knowledge base and assessment instruments. Instructors must understand what literacy learning is and is not before they can provide students with experiences that enable them to use their knowledge to construct meaning and assess their progress. The study concluded that instructors must do the following: know the extent of their knowledge about the purposes of literacy learning; understand how their curriculum addresses this understanding and how they can use assessment and portfolio learning materials and resource agencies. The modules are organized in three levels of competence: introductory, intermediate, and advanced. The following sections are included: program rationale; philosophy; organization; general, module, and specific learner expectations; assessing student achievement; instructional strategies; building a support network; instructional strategies and activities for eight modules (challenge and opportunity; planning a venture; making it happen; and analyzing, financing, marketing, managing, and expanding a venture); and learning resources (15 annotated references and addresses of 10 source organizations). Two appendices are included. The first contains the following: forms for evaluating student competence for each module; sample evaluation plan; and sample student activity profile. Contents of the second appendix are as follows: four forms for student self-evaluation; seven evaluation forms that can be used by students or teachers; and three forms for venture planning activities. (SK)

ED 367 916 CG 025 234

K-12 Developmental Guidance & Counseling Curriculum. Volume I: Elementary K-6.
SPONS. AGENCY- American School Counselor Association. Alexandria, VA.
PUB DATE- 91
NOTE- 100p.; For volumes II and III, see ED 366 888-889.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Exploration; Career Planning; Curriculum; *Developmental Programs; Elementary Education; *Elementary School Students; *School Counseling; School Counselors; *School Guidance

This document is the first of three volumes in the kindergarten through grade 12 (K-12) Developmental Guidance & Counseling Program. Volume I focuses on elementary education, kindergarten through sixth grade. The introduction defines the four major components of a comprehensive developmental guidance model: the guidance curriculum, individual planning, responsive services, and program management or system support. The next section focuses on implementation of a developmental guidance program using a 14-step plan. The third section presents a revised curriculum that identifies eight competency areas or strands and develops student outcomes or objectives that are desirable and developmentally appropriate for various grade levels. A narrative scope and sequence introduces the different strands, and a complete listing of all objectives by strand and grade illustrates the developmental nature of the objective sequencing. The eight strands are: (1) awareness of self and others; (2) interpersonal relations and socialization; (3) understanding community; (4) school environment; (5) school success skills; (6) career awareness and exploration; (7) career planning; and (8) career preparation. This section concludes by describing possible activities that will lead to measurable student outcomes for each objective. A needs assessment model, summary of implementation strategies, and a comparison of the Connecticut School Counselor Association and National Occupational Information Coordinating Committee models are appended. Contains an activities resource bibliography and a topical bibliography. (NB)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Anglo Americans; Asian Americans; Black Education; Black Students; *College Environment; *Cultural Differences; Ethnic Discrimination; Higher Education; Latin Americans; *Racial Bias; Racial Relations; Undergraduate Students
IDENTIFIERS- African Americans; *Claremont Colleges CA; Latinos

This study investigated ethnic differences and the effects of racism on the college adjustment of African-American, Asian, and Latino students who attended five undergraduate predominantly Anglo-American colleges. Results indicated that social adjustment was better for Anglos than it was for Asians and Latinos. African-Americans reported the most experiences of racism and Asians reported the least. Asians and Latinos who experienced racism adjusted less well academically and socially than Asian and Latino students not subject to racism. The social adjustment of African-American students who experienced racism was less than those who did not experience racism. Academic adjustment for African-Americans was not differentially affected by racism. That the college adjustment of African-Americans was less affected by racism than it was for Asians and Latinos was explained in terms of possible differences in expectation, coping strategies, and intra-group support. Racism may have been more normative for African-Americans who were less surprised when it occurred. It was also reasoned that African-Americans may have had a greater sense of community and that this could have been an effective buffer against racism. (Author)

ED 367 937 CG 025 340

Gardner, Philip D.; Kozlowski, Steven W. J.
Learning the Ropes! Co-ops Do it Faster.
PUB DATE- Apr 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Education; Cooperative Programs; *Experiential Learning; Higher Education; *Socialization; Student Experience; Work Environment; *Work Experience Programs

Many college graduates experience apprehension and anxiety as they move from college to the work place. In this study, differences in the patterns of socialization were compared for graduates from both a non co-op school and a cooperative one. Data analyses were conducted to address five major research questions: (1) What changes does socialization bring across time?; (2) What sources and content domains do newcomers sample to learn more about organizational life?; (3) Who in the organizational setting initiates learning?; (4) How does socialization affect the knowledge level of newcomers?; and (5) What are the assimilation outcomes of the socialization process? The cooperative experience appeared to prepare students better to assume a functional role more quickly in their new organizations than non co-op graduates. Cooperative graduates profited from their cooperative experiences by acquiring more effective learning strategies, accruing greater knowledge, and adjusting to organizational life more effectively. By providing more cooperative internship experiences, universities could better prepare graduates for

PUB DATE- 94
NOTE- 47p.; Prepared by the IRA/NCTE Joint Task Force on Assessment.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; Instructional Improvement; Parent Participation; *Reading Achievement; *Reading Instruction; *Student Evaluation; *Writing Achievement; *Writing Instruction
IDENTIFIERS- *Educational Issues

Reflecting advances in the understanding of language, learning, and the complex literacy demands of a rapidly changing democratic and technological society, this booklet provides a set of standards to guide decisions about assessing the teaching and learning of reading and writing. After an introduction that presents an overview of what is meant by assessment, the booklet discusses the following 11 standards: (1) the interests of the student are paramount in assessment; (2) the primary purpose of assessment is to improve teaching and learning; (3) assessment must reflect and allow for critical inquiry into curriculum and instruction; (4) assessment must recognize and reflect the intellectually and socially complex nature of reading and writing and the important roles of school, home, and society in literacy development; (5) assessment must be fair and equitable; (6) the consequences of an assessment procedure are the first, and most important, consideration in establishing the validity of the assessment; (7) the teacher is the most important agent of assessment; (8) the assessment process should involve multiple perspectives and sources of data; (9) assessment must be based in the school community; (10) all members of the educational community--students, parents, teachers, administrators, policy makers, and the public--must have a voice in the development, interpretation, and reporting of assessment; and (11) parents must be involved as active, essential participants in the assessment process. The booklet offers rationales and implications for each standard, and some standards are accompanied with case studies. A glossary of assessment terminology is attached. (RS)

ED 367 958 CS 011 636

Poissant, Helene
Assessing and Understanding the Cognitive and Metacognitive Perspectives of Adults Who Are Poor Readers. Technical Report No. 594.
PUB DATE- Apr 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adults; *Decoding (Reading); Foreign Countries; *Low Achievement; *Metacognition; *Reading Achievement; *Reading Comprehension; Reading Research; *Short Term Memory; Student Attitudes; Student Evaluation
IDENTIFIERS- Quebec; Text Processing (Reading)

A study examined adult low-literate readers' knowledge of their cognitive skills. By better knowing this clientele from both the cognitive and metacognitive angles, several objectives could be met, including remedying a lack of knowledge in their

Whitt); and "The Joint Operating Agreement between the Daily Newspapers in Knoxville, Tennessee--A Unique Situation" (Susan R. Siler). (RS)

ED 367 976 CS 214 205

Proceedings of the American Journalism Historians' Association Conference (Salt Lake City, Utah, October 5-7, 1993). Part II: Issues of Race.
PUB DATE- Oct 93
NOTE- 311p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Historical Materials (060)
DESCRIPTORS- *Blacks; Catholics; Cultural Context; Females; Jazz; *Journalism History; News Media; *Newspapers; *Racial Attitudes; School Desegregation; World War II
IDENTIFIERS- African Americans; *Black Press; Cold War; Contempt of Court; Journalists; New Deal; United States (South); Virginia

The Issues of Race section of the proceedings of this conference of journalism historians contains the following 11 papers: "Dan A. Rudd and the 'American Catholic Tribune,' 'The Only Catholic Journal Owned and Published by Colored Men'" (Joseph H. Lackner); "Rough Flying: The 'California Eagle,' 1879-1965" (James Phillip Jeter); "Simeon Saunders Booker: Washington Bureau Chief" (Barbara Diggs-Brown); "Through Different Colored Glasses: African-American Correspondents in World War II" (Tonya V. Smith); "All That Jazz: Carter G. Woodson's Blue Note: African-American Press Focus on Jazz in the Early '30s" (Leonard Ray Teel); "William Lloyd Garrison's 'Ladies' Department': A Public Forum for Black Women Journalists of the 1830s" (Bernell E. Tripp); "Toward a Common Goal: Jean-Charles Houzeau, P. B. S. Pinchback and New Orleans' Black Press, 1862-1882" (Paul H. Gates, Jr.); "A Voice for White Society: The Role of 'The Virginia Gazette' during School Integration" (Poul Olson); "A Question of Race: A Southern Liberal Journalist's Fight for Freedom and Injustice" (Kevin Stoker); "Newspaper Contempt and the Issue of Race" (Richard Scheidenhelm); and "The Glass Houses of the Cold War: The American Press and Racial Problems on the World Stage" (Richard Lentz and Pamela A. Brown). (RS)

ED 367 977 CS 214 206

Proceedings of the American Journalism Historians' Association Conference (Salt Lake City, Utah, October 5-7, 1993). Part III: Mass Media Studies.
PUB DATE- Oct 93
NOTE- 264p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Historical Materials (060)
DESCRIPTORS- *American Indians; Broadcast Industry; Censorship; Comics (Publications); Constructivism (Learning); Homosexuality; Legal Problems; Mass Media Effects; Mass Media Use; *News Reporting; Periodicals; Photography; *Radio; *Surveys; *Television; World War II
IDENTIFIERS- Gulf War; Historical Background; *Media History; Missouri

The Mass Media section of the proceedings of this conference of journalism historians contains the following 10 papers: "Broadcast News, Cable TV and the Telcos: A Historical

"'We Write Our Dialogue Journals to Have Fun'" (Shelagh Hewitt); (8) "'Dear Sir, What Is a Reply Anyway?" (Finian O'Shea); and (9) "Starting Interactive Writing: Some Practical Considerations" (Nigel Hall and Anne Robinson). (RS)

ED 367 997 CS 214 270

Schaafsma, David
Julia, "Miss Rose Bell," and a Detroit Publishing Party.
PUB DATE- 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Inner City; Intermediate Grades; Interviews; Junior High Schools; Program Descriptions; Public Schools; Student Needs; Summer Programs; *Writing (Composition); Writing Assignments; *Writing for Publication
IDENTIFIERS- Detroit Public Schools MI; *Michigan (Detroit)

The Dewey Center Community Writing Project is a community-based, summer writing program collaboratively designed by students, teachers, and community members in Detroit's inner-city. During the first summer of the project, fifth- through seventh-grade students, primarily from the Jeffries Homes (or "Projects") worked with seven teachers from the University of Michigan and the Detroit Public Schools to desk-top publish their writing in "Corridors: Stories from Inner-City Detroit." Julia Pointer, a student in the program, incorporated elements of fact and fiction in her story about Ms. Rose Bell, a long-term volunteer director for a service for unwed teenagers in the Jeffries Homes. Knowing that fiction is what she does best, Julia "made up" a person who had met and learned from Ms. Bell so that her story could be told in a "more complete" way. At the party celebrating the publication of the book of stories, Julia read part of her story and a poem. Students need the opportunity to write themselves out of their often troubled worlds. Educators must create opportunities for such students to share their understandings and their visions of the world. (RS)

ED 367 998 CS 214 271

Patton, Jeannie
Time and Technology in Native American Indian Literature.
PUB DATE- 21 Nov 93
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indian Culture; *American Indian Literature; Characterization; *Cultural Context; Novels; Technology; *Time
IDENTIFIERS- Native Americans

Understanding Native American Indian literature requires that scholars and teachers respect the cultural matrix within which the literature is written. The "ceremonial motion" of time--or "Indian time"--is a critical concept in Native American texts. When the dominant culture's time construct, linear or chronological time, superimposes on Indian characters in fiction, those characters exhibit patterns of illness and dislocation; conversely, when mythical or communal time perceptions dominate, characters regain health and harmony.

complexity of the creative act itself. (Two tables and one figure presenting aspects of the Geneplore model are included. Contains 24 references. (RS)

ED 368 017 CS 508 528

Hunt, Steve
Cultural Perspectives and Thinking: The African American Thinker in the Classroom.
PUB DATE- 18 Nov 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Culture; *Black Students; *Cognitive Style; *Cultural Context; Elementary Secondary Education; Higher Education; Learning Strategies; Literature Reviews; *Thinking Skills
IDENTIFIERS- *African Americans; Communicator Style

Educators who neglect to adapt teaching strategies to different cognitive styles may be placing some students at risk. A literature review suggests that elements of African American culture heavily influence African American students' communicative and cognitive styles. Research indicates that African American cultural values are organized around unique ontological, epistemological, and axiological assumptions. Five characteristics are essential features of African American communicative style: (1) assertiveness; (2) forthrightness; (3) ethical awareness; (4) interpersonal responsiveness; and (5) group identification. African Americans tend to display elements of a field-dependent cognitive style that emphasizes holistic perception, verbal tasks, and an interpersonal orientation or social cognitive skills. Understanding cultural and cognitive differences should be especially important to educators, for if the educational system is oriented around field-independent cognitive styles, those who utilize field-dependent cognitive styles are placed at a severe disadvantage. As a starting point for a planned ethnographic study of African American cognitive styles, this review validates the evidence that diverse cultures and cognitive styles are key elements in educational success. (An appendix comparing cognitive styles and comparing the form and function of symbolic imagery between disparate cognitive processes is attached. Contains 37 references. (RS)

ED 368 018 CS 508 529

Watt, Willis M.
Leadership for 2001: Teaching Leadership in Communication Behaviors.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Public Schools; *School Effectiveness; State Legislation; *Student Evaluation; Superintendents
IDENTIFIERS- San Antonio Independent School District TX; *Texas (Bexar County)

Determining the limits of accountability and how schools should be assessed is one of the most difficult problems in education. The state of Texas has attempted accountability by rewarding some schools and punishing others without justification. The school superintendents of Bexar County (Texas) and the Center for Educational Leadership at Trinity University have reviewed the problem of accountability and proposed a value-added approach. Productivity should be measured by a school's contribution to student learning, and not an absolute level of student learning. The learning environment depends on family, neighborhood, public institutions, and schools, all of which need to be considered for school achievement. The Center for Educational Leadership published "Smart Schools for San Antonio's Future" in 1992. The report suggests augmented teaching and learning for all students, authentic assessment, cooperative learning settings, interdisciplinary teaching, functional schedules and time frames, essential learning, one standard, commitment to technology, extended school year, greater student responsibility, and commitment to public service. Under governance and leadership, the report suggests community-based management, smart leadership, safe and stable school environments, enhanced professionalism, school choice, and parent and community involvement. (JPT)

ED 368 038 EA 025 643

Powe, Karen W.
Values Education and the Local School Board.
PUB DATE- 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Freedom; *Board of Education Policy; *Board of Education Role; *Boards of Education; Elementary Secondary Education; *Ethical Instruction; Ethics; Health Programs; Mathematics Instruction; *Moral Values; Program Evaluation

The premise of this article is that there is no such thing as a value free education; that values appear in each public school's goals, curriculum, and activities as well as in the requirements set by the state. And it is the local school board that defines the goals and adopts the policies that reflect the values each community wants to transmit to its children. In order to accomplish this, boards might consider certain crucial questions, namely: which values are to be taught? How should those values be taught? and Who determines the community's common values? Various ramifications of these questions are noted, after which the paper goes on to outline an action plan for developing values education in local schools and to highlight strategies for conducting a public forum and developing a long-term program. Findings of a survey that examined almost 9,000 young people's ethical attitudes and behaviors are presented immediately following this article. The findings of this and other studies indicate that young people are becoming more maternalistic and less ethical, and it is left up to the reader to decide if values education is needed in the schools. (LMI) salaries remain competitive to attract the most qualified teachers. Public policy should focus on five areas: (1) meeting the social, economic, and emotional needs of students; (2) redesigning school organization to achieve desired student outcomes; (3) reshaping and strengthening the professional development system for teachers and administrators; (4) increasing cooperation among school districts; and (5) developing a funding strategy to consistently finance the educational system. The appendix presents the data in five spreadsheets, four tables, and five figures. (Contains 80 references.) (KDP)

ED 368 057 EA 025 686

Strengthening the School Community Connection. Schools in an Aging Society.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Age Differences; *Aging Education; *Community Programs; Elementary Secondary Education; *Intergenerational Programs; *Older Adults; Public Schools; *School Community Relationship
IDENTIFIERS- Connecticut

Schools can help young people be aware of the social, political, and economic consequences of an aging society. This report is part of a six-part series, "Schools in an Aging Society," designed to promote education for, with, and about older adults. The Advanced Generations' Education through the Schools (AGES) is a planning model in Connecticut that promotes awareness of older adults through staff development, intergenerational exchange projects, curricular activities, curriculums on aging, and other activities. Eight steps are involved in designing an AGES program at either a systemwide or schoolwide level: (1) project initiator discusses the model with administrators; (2) staff and community members meet with project initiator for introduction and creation of planning committee; (3) existing programs are assessed; (4) planning committee reviews readiness and sets priorities; (5) plans are implemented; (6) the program is evaluated; (7) the projects are publicized; and (8) an annual review is conducted. Interest in the AGES program can be generated among students, teachers, parents, and older adults by addressing groups and meetings or working through governmental agencies. Appendices include a brief description of a systemwide ACES program, a brief description of how school-based AGES program was developed, professional development suggestions, and a list of national and state resources. (JPT)

ED 368 058 EA 025 687

Peterson-del Mar, David
School-Site Councils: The Hard Work of Achieving Grassroots Democracy.
PUB DATE- Feb 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cooperation; *Democracy; *Educational Improvement;

PUB DATE- Feb 94
NOTE- 51p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement; *Achievement Rating; Black Students; *Class Size; Cost Effectiveness; *Early Intervention; *Minority Group Children; Primary Education; *Small Classes; *White Students

A reanalysis of norm- and criterion-referenced achievement test data from Tennessee's Student Teacher Achievement Ration Project builds on research utilizing class size and student achievement as an independent and a dependent variable, respectively. The study examined patterns of achievement among minority and white students in small, regular, and regular-with-aide class-size treatments over varying lengths of time and at varying startup years, grades K, 1, 2, and 3. The major differences between the minority and white patterns was the magnitude of the between-treatment subsample means. Differences for white subsamples tended to be compressed relative to differences between minority subsamples; that is, class size appeared to make a bigger difference for minority students than for white students. The findings of this reanalysis support the following conclusions: (1) small class size may be an effective strategy for reducing the achievement gap between whites and minorities in the primary school years; (2) benefits accrue initially in greater measure to minorities than to whites; (3) optimally beneficial treatment begins no later than grade 1; (4) optimally beneficial treatment lasts at least 2 years; (5) the major benefit of small classes for minorities appears to be in preventing rather than remediating achievement disadvantages; (6) the differential effect of small class size for minorities appears to "fade" following 2 years of treatment; and (7) the "fade" phenomenon of early treatments can be neither confirmed nor contradicted by reanalysis. (Author/KDP)

ED 368 078 EA 025 723

Knight, Dorothy Mae
Summary of Alaska's Public School Districts' Report Cards to the Public, School Year 1992-93.
PUB DATE- Feb 94
NOTE- 168p.; For the previous year's report, see ED 359 607.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Accountability; Annual Reports; Attendance; Community Relations; Curriculum Development; Dropout Rate; *Educational Objectives; Elementary Secondary Education; *Outcomes of Education; *Public Schools; *School Districts; *State Action
IDENTIFIERS- *Alaska

This publication is the second state-mandated annual report card for Alaska's public school districts, covering the 1992-93 school year. Included are a state summary of all 54 school districts' report cards, individual summaries of school performance IQ relative to those without risk. Study II attempted to identify either a single model or individual models to select equally accurately from five ethnic groups (African-American, Asian, Caucasian, Filipino, and Hispanic). No single model or combination of individual models was found. Implications for this use of the WISC-R in diverse gifted populations whose characteristics differ from those of the standardization sample are discussed in the context of the professional ethics of responsible test use. Forms used in the San Diego gifted identification process are attached. (PB)

ED 368 098 EC 302 843

Johnson, Nancy E.; And Others
Evaluation of Risk Factors in Selecting Children for Gifted Programs. Part 1: Gifted Children at Risk: Evidence of an Association between Low Test Scores and Risk Factors. Part 2: Intelligence, Aptitude, and Achievement in Gifted Children with and without Language Risk.
PUB DATE- 94
NOTE- 22p.; In: Saccuzzo, Dennis P.; And Others. Identifying Underrepresented Disadvantaged Gifted and Talented Children: A Multifaceted Approach. (Volumes 1 and 2); see EC 302 840.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Identification; Aptitude Tests; *At Risk Persons; Cultural Differences; *Culture Fair Tests; Elementary Education; Elementary School Students; *Ethnic Groups; *Gifted; *Intelligence Tests; Minority Group Children; Student Evaluation; Test Bias
IDENTIFIERS- San Diego Unified School District CA

Intellectually gifted children from diverse ethnic and cultural backgrounds as well as varying levels of risk were evaluated to determine the effect of risk on gifted children when intelligence level has been controlled. Each of 7,323 children from six ethnic backgrounds had achieved a standardized intelligence test score (Wechsler Intelligence Scale for Children - Revised WISC-R or Raven's Standard Progressive Matrices) at least two standard deviations above the mean. Areas of risk evaluated in a case study approach included cultural, economic, emotional, environmental, health and language factors. Although each child in the sample demonstrated high intellectual potential, differences were found only between groups defined by level of risk. Higher degrees of risk were found for disadvantaged students on several measures of aptitude, achievement, and verbal intelligence. Implications and limitations of these findings for assessment of giftedness, identification of potential gifted underachievers, and development of gifted curricula are discussed. (PB)

ED 368 099 EC 302 844

Saccuzzo, Dennis P.; And Others
Information-Processing in Gifted versus Nongifted African-American, Latino, Filipino, and White Children: Speeded versus Nonspeeded Paradigms.
PUB DATE- 94
NOTE- 17p.; In: Saccuzzo, Dennis P.; And Others. Identifying Underrepresented Disadvantaged Gifted and Talented Children: A Multifaceted Approach. (Volumes 1 and 2); see EC 302 840.
LANGUAGE- English

DC.
PUB DATE- 92
NOTE- 15p.; Cover title is "Early Intervention Systems in Maryland, 1991-92."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Community Programs; Compliance (Legal); Data Collection; *Delivery Systems; Demonstration Programs; *Disabilities; *Early Intervention; Educational Legislation; *Federal Aid; Federal Legislation; Federal State Relationship; Grants; Preschool Education; Program Implementation; *State Programs; Technical Assistance
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Individuals with Disabilities Education Act; *Maryland

This report describes early intervention activities in Maryland funded by Consolidated Local Implementation Grants from July 1991 through June 1992. This program is the single grant mechanism through which local agencies in Maryland receive funding for early intervention services from Parts B and H of the federal Individuals with Disabilities Education Act and Chapter 1 (Handicapped) of the Education Consolidation and Improvement Act. During this period, an estimated 4,325 infants and toddlers (or approximately 1.9 percent of the birth-to-3 age group) were receiving services under these laws. Specific accomplishments for the year include: (1) achievement of a local early intervention system in every jurisdiction; (2) implementation of a statewide data collection system; (3) provision of technical assistance; (4) targeted case management under the medical assistance program; and (5) development of special initiatives and model projects. Service delivery issues are identified, including: the need for additional funding, the need for year round services, difficulties meeting the 45-day timeline requirement for the initial Individual Family Service Plan, and the potential impact of including children at risk of developmental delay. Summary financial data are provided for each county's efforts, specific demonstration projects, and interagency efforts. (DB)

ED 368 117 EC 302 871

Aune, Betty, Ed.; Baggett, David, Ed.
Career Development and Employment for College Students and Graduates with Disabilities: An Annotated Bibliography. 1993 Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 33p.; For the 1992 edition, see ED 350 741.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Career Counseling; *Career Development; Career Education; College Graduates; *College Students; Compliance (Legal); *Disabilities; *Equal Opportunities (Jobs); Federal Legislation; Followup Studies; Higher Education; *Outcomes of Education; Personal Autonomy; Policy Formation; Professional Development
IDENTIFIERS- Americans with Disabilities Act 1990

This annotated bibliography identifies 31 recent (1989 through 1992) articles of interest to college students with disabilities and personnel involved in postsecondary career centers and disability services offices. A preliminary section study evaluated student outcomes in four life skill areas: (1) employment; (2) independent living; (3) recreational, social and leisure skill acquisition; and (4) postsecondary education. In the domain of employment, most participants were employed less than 40 hours per week, most had jobs that did not provide fringe benefits, and almost 40 percent were unemployed. Those with severe or profound mental retardation were least likely to be employed; those with learning or emotional disabilities most likely. In the domain of independent living, 72 percent continued to live at home. In the domain of recreational, social, and leisure skill acquisition, students did engage in independent and/or family supported recreational activities, but participation in clubs and organizations declined and frequency of socializing with nondisabled friends also declined following graduation. Finally, three-fourths of the students were not involved in any postsecondary education. Preliminary recommendations focus on the need for education to be student driven and for increased cooperative and collaborative efforts across agencies. Ten tables detail the study's findings. (DB)

ED 368 135 EC 302 891

Parker, Harvey C.
Children with Attention Deficit Disorders. ADD Fact Sheet.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attention Deficit Disorders; Clinical Diagnosis; *Disability Identification; Elementary Secondary Education; Etiology; Incidence; Intervention; Medical Services; *Student Characteristics; *Symptoms (Individual Disorders)

This fact sheet summarizes basic information on Attention Deficit Disorders (ADD), including prevalence and characteristics, causes, identification, treatment, outcomes, and suggestions. Children with ADD comprise approximately 3-5 percent of the school age population, with boys significantly outnumbering girls. Of 14 characteristics of ADD, the presence of at least eight are required for an ADD diagnosis. Hyperactivity may or may not be present. Causes of ADD are unclear though recent biochemical studies show promise. The identification and diagnosis of children with ADD requires the assessment of a wide range of domains with a variety of measures. Most experts agree that a multimodality approach aimed at assisting the child medically, psychologically, educationally, and behaviorally is most effective. Drug therapy is often one part of a treatment program. ADD appears to be an extremely stable condition, with about 80 percent of young children with ADD also meeting ADD criteria in adolescence. Coexisting psychiatric, behavioral, or learning disabilities are common. (Contains a bibliography of 12 print materials for parents and teachers and 7 books and videos for children.) (DB)

ED 368 136 EC 302 892

Parker, Harvey C.; And Others
Medical Management of Children with Attention Deficit Disorders: Commonly Asked Questions.
PUB DATE- 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

ED 368 155 FL 021 404

Spolsky, Bernard
Testing the English of Foreign Students in 1930.
PUB DATE- Aug 93
NOTE- 18p.; Paper presented at the Annual Language Testing Research Colloquium (15th, Cambridge, England, United Kingdom, August 2-8, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; Comparative Analysis; Educational History; *English (Second Language); Foreign Countries; *Foreign Students; Higher Education; Immigrants; *Language Tests; Test Construction; *Testing; Testing Problems; *Test Use; United States History
IDENTIFIERS- *College Entrance Examination Board; Educational Testing Service; England; *University of Cambridge Local Exam Synd (England)

Tests of English for foreign students conducted by the University of Cambridge Local Examinations Syndicate (England) and the Educational Testing Service were recognized as equivalent, though different in form and approach, in the 1930s. The underlying goal of the Cambridge certificate of proficiency was control of the English curriculum of foreign schools. American tests were intended to plug a loophole in immigration law that allowed for visas outside the foreign student quota, and reliability was an important design criterion. The College Entrance Examination Board test prepared in 1927-30 reflects the contemporary state of the art in language testing. It consisted of: four one-paragraph passages, varied in difficulty and focus, with true-false questions; a longer passage focusing on ideas; a direct dictation and reproduction from memory of a dictated passage; an oral test; and a 250-300 word composition. In its first year, the test was administered to 30 candidates in 8 countries. Diminishing interest in studying in the United States during the Depression caused discontinuance. The Cambridge examinations, by contrast, were curriculum-oriented, modeled on a traditional native-speaker higher education syllabus, and did not incorporate psychometrics. They included sections on phonetics, English literature, and translation. Use expanded gradually but steadily, then declined during World War II. (MSE)

ED 368 156 FL 021 517

Rammuny, Raji M.
Advanced Standard Arabic through Authentic Texts and Audiovisual Materials. Part One: Textual Materials. Part Two: Audiovisual Materials.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 92
NOTE- 453p.; Photographed as bound.
LANGUAGE- Arabic
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advanced Courses; *Arabic; Audiotape Recordings; *Audiovisual Aids; Class Activities; Classroom Techniques; Cultural Awareness; Drama; Essays; *Grammar; Oral Language; Poetry; Proverbs; Second Language Instruction; Short Stories;

Languages; Student Role; Teacher Role

The ways in which second language learners and teachers together can develop learners' ability to carry on conversation in the target language are examined. The discussion is based on the idea that practicing language skills, therefore creating opportunities to gain additional knowledge, is essential to continued learning, whereas using such techniques as miming, pointing, avoiding particular topics, or shifting from one topic to another when vocabulary runs out is unproductive. Emphasis is on English-as-a-Second-Language teaching. It is proposed that because conversation is purposeful, unpredictable, and jointly negotiated, and uses language patterns unlike those used in textbooks, second language learners must be taught strategies for managing conversation. Four classroom teaching principles are offered: using one's own creativity, flexibility, and listening skills; exploiting what learners bring in the way of language knowledge and social competence; using authentic texts; and taking advantage of the classroom as a social setting in which genuine interaction occurs. Teachers can use problem-reducing and problem-creating strategies to either avoid risk to students or to challenge them. Learners can be taught to use reduction strategies (playing it safe) and achievement strategies (directly addressing problems, for both coping and fine-tuning). Specific behaviors corresponding to these strategies are outlined. (Contains 12 references.) (MSE)

ED 368 175 FL 021 860

Brown, Annie
LSP Testing: The Role of Linguistic and Real-World Criteria.
PUB DATE- Apr 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Southeast Asian Ministers of Education Organization Regional Language Center Seminar (28th, Singapore, April 19-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Criteria; Foreign Countries; Higher Education; Japanese; *Language Proficiency; *Languages for Special Purposes; *Language Tests; *Licensing Examinations (Professions); Oral Language; *Test Construction; Test Format; Test Items; Test Validity; Tourism; Verbal Tests
IDENTIFIERS- Australia

Issues in testing proficiency in languages for special purposes (LSP) are examined in the context of the development of an advanced oral test in Japanese for tour guides. The test, designed at an Australian university for use in the Australian tourism industry, was to be designed to evaluate both language proficiency and skills in appropriate guide-client interaction. The major issue involves the use of both language specialists and profession-specific specialists in development of test items and assessment criteria. It was found, during construction of the test, that attention to definition of real-world, non-linguistic criteria for assessment is essential, and that the best way to ensure test relevance is to involve representatives of the industry at all stages of test development. (Contains 15 references.) (MSE)

ED 368 176 FL 021 865

Hough, Ruth A.
The Gwinnett/GSU Language Leadership Team Project.

in the United States by collecting a corpus of 90 compliment behaviors from television programs, ethnographic observation, and the author. It also explored the relationship between sociolinguistic research and teaching English to speakers of other languages (TESOL) in general and complimenting behavior and TESOL in specific. Results of the complimenting behavior study showed that women use compliments to each other significantly more often than they do to men or men to each other. Women also use a syntactic form that strengthens the positive force of the compliment significantly more often than men do, whereas men use a form that attenuates or hedges on compliment force significantly more often than women do. A review of six TESOL textbooks that emphasize communicative competence found that most textbook passages and dialogues focused on compliment exchanges between equals, and that most compliments concerned appearance, ability, or possessions. It was discovered that women received more compliments than men, that women gave more compliments than men, and that women of higher status received more compliments than men of higher status. A sample lesson plan on compliment behavior for TESOL classes is also included. (MDM)

ED 368 196   FL 021 962

Oberg, Robin
Effects of ESL Time and Class Size on the Achievement of LEP Students.
PUB DATE- Nov 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Class Size; Comparative Analysis; *English (Second Language); Grade 1; *Limited English Speaking; Primary Education; Reading Skills; *Scheduling; Speech Skills; *Time Factors (Learning)

A study investigated the relative effect of 45-minute and 90-minute daily instruction in English as a Second Language (ESL) on limited English proficient (LEP) first-graders' language and overall achievement. The subjects were two groups of pupils from different schools: (1) 13 pupils from 7 language backgrounds, receiving 45 minutes of instruction daily; and (2) 17 pupils representing 5 native languages, receiving 90 minutes of instruction. Data used for analysis included reading and language test scores, oral language proficiency test scores, and teacher-provided information on overall grades. Results indicate that the pupils in shorter ESL class, which was also smaller, made higher grades in the regular classroom than did the other group. The short-class group also had higher oral proficiency test scores, but not significantly higher reading and language test scores. It is concluded that class size and time may have some significant effect on regular classroom achievement and oral language achievement but not may not affect scores on standardized achievement tests. (MSE)

ED 368 197   FL 021 973

Portfolio Assessment in Foreign Language, Pilot Project.
PUB DATE- 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

the community in order to increase cultural awareness and community outreach. Recipes from all counties were solicited with the aid of the local library and a nursing home to help generate a multi-ethnic, multi-level text. Final drafts of the cookbook were completed by the Adult Basic Education/General Education Diploma (ABE/GED) classes at the Fayette County Prison. The project cookbook, "Community Cookbook," is attached. Also included is the "Adult Enrichment Center International Cookbook, 1989-90" from the Lancaster, Pennsylvania, Adult Enrichment Center, which includes a multilingual glossary. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 368 217 FL 800 726

Garcia, Reyna G.; Duran, Richard P.
Latino Immigrant Life and Literacy Needs in a Cultural and Social Context.
SPONS. AGENCY- Pennsylvania Univ., Philadelphia. Literacy Research Center.
PUB DATE- 21 Oct 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Adult Basic Education; Coping; Cultural Context; *Educational Needs; Elementary Education; Employment Patterns; *English (Second Language); Family (Sociological Unit); Health Services; Housing; *Immigrants; Interviews; Language Role; *Latin Americans; *Literacy Education; Parent Attitudes; Second Language Learning; Spanish Speaking
IDENTIFIERS- *Latinos

A study was undertaken to develop a profile of Latino immigrant adults in a California community. Questions guiding the research included: how recently arrived Mexicans and their families integrate themselves into a new community and society; whether or not they do integrate themselves; and how they cope with literacy demands of everyday life. The subjects were 10 parents of elementary school children interviewed in group meetings, and a subset of three families interviewed in Spanish at home. Results suggest that parents and families face numerous challenges in adapting to everyday life in their new communities, linked to but separate from English language learning needs. Parents' literacy needs would not be met well by learning English within the context of an English-as-a-Second-Language program. Enhancement of Spanish literacy is an additional need. Parent concerns include the need to interpret the new culture for themselves and for parenting purposes, suggesting a broader interpretation of literacy. Contains 24 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 368 218 FL 800 729

Keltner, Autumn; And Others
English for Adult Competency, Book 1. Second Edition.
PUB DATE- 90
NOTE- 191p.; For a related document, see FL 800 730.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Banking;

staffing costs; salary and compensation; individual financial indicator profiles comparing Utah institutions to comparison institutions; and system libraries. (JB)

ED 368 238 HE 027 172

Utah System of Higher Education Data Book (Supplement to Operating Budget Request) 1994-95.
PUB DATE- Dec 93
NOTE- 352p.; For the 1993-94 data book, see HE 027 171; for an earlier data book, see ED 362 076.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; Comparative Analysis; Degrees (Academic); Educational Finance; Enrollment; *Higher Education; Salaries; Student Costs; *Tables (Data); Teacher Salaries; Technology Education; Tuition
IDENTIFIERS- *State College and University Systems; *Utah

The Utah system of higher education data book for 1994-95 offers an executive summary and 12 sections of supporting data and information. The executive summary notes major findings including: awarding of 14,274 degrees in 1992-93; enrollment of 102,942 students in the fall of 1993; growth of noncredit customized training with a headcount of 35,283; increased importance of student financial aid as costs have increased faster than family income; decline in the percentage of state funds allocated to higher education; average direct costs of slightly over $3,000 per full time equivalent student; and existence of faculty and staff compensation gaps when compared to comparison institutions. Individual sections then provide data on the following: degrees and awards granted including those awarded at non-public institutions; enrollment projections and enrollment detail; vocational education; tuition and fees; student financial aid; system financial information; budget history; a cost study; staffing costs; salary and compensation; individual financial indicator profiles comparing Utah institutions to comparison institutions; and system libraries.

ED 368 239 HE 027 175

Upcraft, M. Lee, Ed.; And Others
Designing Successful Transitions: A Guide for Orienting Students to College. The Freshman Year Experience. Monograph Series Number 13.
PUB DATE- 93
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *College Freshmen; College Instruction; College Programs; College Role; Educational Trends; Family School Relationship; Higher Education; Program Administration; Program Design; Program Evaluation; School Holding Power; *School Orientation; Standards; Student College Relationship; Transfer Students; Transitional Programs; Two Year Colleges
IDENTIFIERS- *College Orientation Program; Diversity (Student); Freshman Seminars

This monograph contains 14 papers on all aspects of college and university student and family orientation programs. The papers

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; *Community Education; Developed Nations; Educational Development; Educational Legislation; Educational Theories; English (Second Language); Foreign Countries; Individualism; *Literacy Education; Mathematics Education; *Numeracy; Personal Autonomy; Personality; *Reading Instruction
IDENTIFIERS- Australia

This first of three volumes of the 1992 Australian Council for Adult Literacy (ACAL) Conference Papers includes 10 papers from the plenary and keynote sessions. The theme of "When Basic Skills and Information Processing Just Aren't Enough: Rethinking Reading in New Times" (Allan Luke) is the moral and political consequences of ways of reading. "Therapeutic Relief to the Psycho-Sexual Congested Conference Delegate...at a Price" (Mary Hartmann) is a tongue-in-cheek invitation to the speaker's clinics for literacy professionals who are feeling the pressure of their jobs. "Literacy Practices and the Construction of Personhood" (Brian Street) focuses on the implications for pedagogy of approaching literacy and the construction of personhood from an anthropological viewpoint. "Assembling Reading and Writing: How Institutions Construct Literate Competencies" (Peter Freebody) provides examples of the developing perspective of literacy practices socially and institutionally embedded. "Being Numerate: Whose Right? Who's Left?" (Sue Willis) explores the continuing demands that levels of numeracy must be raised and the argument that mathematics is deeply implicated in social inequality. "Address to the ACAL Forum" (Paul Brock) reviews adult English language and literacy provision currently offered by the community-based education sector. "From Now to the Year 2000" (Ann Whyte) considers developments in adult and community education. "Community Literacy" (Kay Schofield) addresses community provision of literacy training. "'New Times' and Literacies that Matter" (Colin Lankshear) uses a sociological analysis of current economic and social trends within developed countries to review the main forms of literacy requirements. "Removing Cultural Barriers to Numeracy" (Alan Bishop) looks at numeracy as culturally based and socially situated knowledge. (YLB)

ED 367 780 CE 065 652

The Right to Literacy: The Rhetoric, the Romance, the Reality. ACAL National Conference (Sydney, Australia, October 9-11, 1992). Conference Papers, Vol. 2, Workshops with a National Focus.
PUB DATE- Oct 92
NOTE- 138p.; For volumes 1 and 3, see CE 065 651 and CE 065 653.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Reading Programs; *Correctional Education; Correctional Institutions; Developed Nations; Foreign Countries; *Job Training; *Literacy Education; *Numeracy; Participant Observation; Research Methodology; Unemployment; Vocational Education; *Whole Language Approach

This second of three volumes of the 1992 Australian Council for Adult Literacy (ACAL) Conference Papers includes 12 papers from workshops, with a national focus. The "Welcome Speech" (Marie participation, and group decision making) are examined in chapter 3. Chapter 4 discusses concerns related to identifying and assessing community needs, and chapter 5 analyzes several important aspects of community organizing (with emphasis on planning and learning). Outlined in chapter 6 is a community development model that emphasizes adult education as its major component. Chapter 7 is a people-oriented discussion of three U.S. minority groups (African Americans, Mexican Americans, and Native Americans) and the challenge of serving them through nonformal educational programs with a community-based approach. The bibliography lists 330 references. (MN)

ED 367 798 CE 065 793

Greene, Gary; Albright, Leonard
A Multi-Year Evaluation of a Program in Transition Services.
PUB DATE- 6 Dec 93
NOTE- 29p.; Paper presented at the Annual Meeting of the American Vocational Association (Nashville, TN, December 6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Graduate Study; Higher Education; *Interdisciplinary Approach; Outcomes of Education; Practicums; *Program Effectiveness; *Transitional Programs; *Vocational Education
IDENTIFIERS- California State University Long Beach

In 1987, a graduate-level program to train transition service specialists was instituted at California State University at Long Beach. The program, known as the Collaborative Transition Services Training Program (CTSTP), is an 18-semester unit program organized into three phases: a 3-unit course on transition programming for youth and adults with disabilities, a 12-unit core of interdisciplinary coursework, and a 3-unit practicum in applied settings. Trainees follow individualized competency-based participant training plans that are typically completed on a part-time basis over 3 successive semesters. The CTSTP has been evaluated by various means, including profile data of project participants, pre- and postprogram completion transition competency self-ratings by trainees, external review by independent investigators, and follow-up studies of program graduates' career outcomes/changes. Since 1987, 82 trainees from a broad mix of fields (special, vocational, and adult education) have participated in the program. According to the evaluation measures, the CTSTP has helped participants achieve positive career outcomes, improve their job performance, increase their degree of networking and involvement with other transition personnel, and expand services to additional client groups. The CTSTP has also been positively received by employers of its graduates. (Contains 20 references.) (MN)

ED 367 799 CE 065 796

Levitan, Sar A.; Mangum, Garth L.
Federal Human Resource Policy: From Kennedy to Clinton.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Feb 94
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disabilities; Dislocated Workers; Economically Disadvantaged; Educational Legislation; Education Work

Vocational Education Programs.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competence; Competency Based Education; Educational Needs; Employment Potential; *Job Skills; Job Training; Needs Assessment; *Occupational Clusters; *Occupational Information; Postsecondary Education; Secondary Education; State Programs; *Vocational Education
IDENTIFIERS- *Missouri

During fiscal year 1992, in preparation of the State Plan for Vocational Education, the Missouri Department of Elementary and Secondary Education conducted a statewide assessment of the vocational educational delivery system to determine the extent to which instruction in "all aspects of the industry," as required in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, was provided for within the vocational educational curricula. It was determined that many of the component areas of "all aspects of the industry" were included, with both competency profiles and related instructional educational materials, within the existing curricula of most vocational education programs in the state. A program was then developed to satisfy the need to determine the appropriate specific competencies for each unit so that students gain experience of "all aspects of the industry." During the program, the appropriate competencies that would provide strong experience in and understanding of "all aspects of the industry" in 15 industry areas were identified; the competencies were validated, and a matrix was developed to cross reference the competencies identified in the 15 areas. (The resulting matrices are included in the report. They link the competencies identified under the headings of planning, management, finance, technical and production skills, principles of technology, labor issues, community issues, health, safety, and environmental concerns, and professional conduct to the occupational clusters in agricultural production, agricultural business, health services, food services, construction, transportation maintenance, printing and graphic arts, drafting, marketing, computer and data processing, office occupations, electrical and electronics occupations, metal trades, personal services, and child care occupations.) (KC)

ED 367 819 CE 065 864

Davis, Diane, Ed.
Criterion-Referenced Test (CRT) Items for Building Trades.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 93
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; Building Design; Building Plans; *Building Trades; Ceilings; *Competency Based Education; *Construction (Process); *Criterion Referenced Tests;

Tests; Foreign Countries; Postsecondary Education; *Prior Learning; Program Evaluation
IDENTIFIERS- *New Zealand

As this booklet describes, New Zealand's Education Amendment Act of 1990 made the country's Qualifications Authority (QA) responsible for developing and implementing a process for recognition of prior learning (RPL) that would enable individuals to receive formal recognition for skills and knowledge they already possess. As of 1993, the QA had initiated a contract for the development of unit standards for persons administering/implementing RPL and unit standards to assist candidates in preparing for the RPL assessment process. The booklet provides practical information on the RPL assessment process and identifies the relevant requirements of the QA for its implementation. The following information is presented: the development and purposes of the RPL process, principles underlying the RPL process, potential candidates for RPL, providers and assessors permitted to award credit for unit standards, extension of provider accreditation to implement RPL and National Standards Body accreditation to register RPL assessors, and procedures for moderation of RPL assessment. Appended are the following: a model of good practice in implementing the RPL process, personal profiles of eight individuals who have applied for credit for their prior learning, the QA policy on RPL, a glossary, and an annotated bibliography of 19 selected publications related to RPL. (MN)

ED 367 837 CE 065 895

Tomorrow's Learners. An Approach to Implementing the Qualifications Framework in New Zealand Secondary Schools. Ka pu te ruha, ka hao te rangitahi = The old net is cast aside, the new net goes fishing.
PUB DATE- 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; Check Lists; *Educational Change; Foreign Countries; Program Administration; *Program Implementation; *School Organization; Secondary Education; *Secondary Schools; Strategic Planning; *Student Centered Curriculum
IDENTIFIERS- *National Qualifications Framework (New Zealand)

This guide is designed as a resource for use in implementing the National Qualifications Framework (NQF) in New Zealand secondary schools. Discussed in the introduction are the development of flexible learning in secondary schools, the context for the New Zealand curriculum, the NQF, and transition to flexible learner-centered schools. Section 1 explains the differences between course-based and learner-centered schools and presents a series of checklists on the following aspects of learner-centered programs: entry services, flexible access to learning, flexible access to assessment and credit opportunities, supporting learning, and infrastructure. Discussed in section 2 are strategic, curriculum, and operational management that must be considered during the transition to learner-centered schools. Section 3 contains guidelines related to the following aspects of NQF implementation: strategic management (organizational structure, funding, staff development); curriculum management (barriers to

Emerging Partnerships: Safer Communities, Transformed Offenders, Shared Educational Resources.
PUB DATE- Nov 93
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Dallas, TX, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Programs; *Cooperative Programs; *Coordination; Correctional Education; Correctional Institutions; *Correctional Rehabilitation; *Educational Cooperation; Literacy Education; Probationary Period; Program Development; Program Implementation; State Legislation; State Programs
IDENTIFIERS- *Texas

Applying the philosophy that strategic partnerships are the most effective way to share knowledge, skills, and resources, emerging community corrections adult education programs and existing community adult education service providers have begun to forge critical linkages. In Texas, the law now requires assessment of the educational level of all probationers and parolees to be followed by referrals to education programs for those whose literacy level is below the sixth-grade level. The following elements in Henderson's (1990) partnership framework can be applied to the development of cooperative efforts between community corrections adult education programs and traditional adult education programs: mutual benefits, trust, sharing knowledge and unique resources, and linkage-operational guidelines. Successful programs in Texas are as follows: Adult Education Co-ops; programs operated by the Private Industry Council, Job Training Partnership Act, and Council of Governments; community college programs; and independent school district programs. The majority of the programs are being used in rural areas. Rural communities can expand the number of educational services offered to the community by combining resources through cooperative efforts. Sources of volunteers who can be the backbone of an education program are senior citizen organizations, churches, community service groups, and private organizations. Local literacy programs provide one-on-one tutoring by trained volunteers. (YLB)

ED 367 856 CE 065 928

National Work Group on Cancer and Literacy. Interview Report.
PUB DATE- Nov 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Cancer; Communication (Thought Transfer); Coordination; Educational Attitudes; Educational Cooperation; *Educational Needs; *Educational Practices; Educational Research; Evaluation Methods; Fused Curriculum; *Health Personnel; *Illiteracy; Instructional Materials; *Literacy Education; Medical Research; Organizational Communication; *Patient Education; Questionnaires; Recruitment

Twenty health and literacy professionals (predominantly National Work Group on Cancer and Literacy members) were interviewed by telephone regarding communicating with low-literate audiences. Most respondents reported using census data, state statistics,

Annual Earnings of Young Adults. Indicator of the Month.
PUB DATE- Mar 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Blacks; College Graduates; Comparative Analysis; *Dropouts; *Educational Attainment; Ethnic Groups; Females; Males; Salaries; Salary Wage Differentials; Vocational Followup; *Wages; *Young Adults

Wages and salaries are influenced by many factors, including the employer's perception of the productivity and availability of workers with different levels of education. They are also affected by economic conditions in the industries that typically employ workers with different levels of education. Annual earnings are influenced by the number of weeks worked in a year and the usual hours worked each week. The ratio of annual earnings of high school dropouts or college graduates to those of high school graduates is affected by all these factors; it is a measure of the earnings disadvantage of not finishing high school and the advantage of completing college. Generally, the earnings advantage of college graduates is greater for females than for males. The earnings advantage of having a bachelor's degree was more than double the earnings advantage of having attended only some college. (A chart illustrates the percentage difference between median annual earnings of wage and salary workers who are high school graduates and workers with other levels of educational attainment by sex, race/ethnicity, type of worker, and age. Four charts show percentage of difference between median annual earnings of all wage and salary workers who are high school graduates and workers with other levels of educational attainment for these four populations: males 25-34 years old, males 45-54 years old, females 25-34 years old, and females 45-54 years old.) (YLB)

ED 367 876 CE 065 980

Heaviside, Sheila; And Others
Public Secondary School Teacher Survey on Vocational Education. Contractor Report. Statistical Analysis Report.
PUB DATE- Jan 94
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Course Content; Educational Environment; Grades (Scholastic); *Grading; Integrated Curriculum; *Learning Activities; Portfolios (Background Materials); Public Schools; Secondary Education; Secondary School Teachers; *Student Evaluation; Surveys; Tables (Data); Teacher Attitudes; *Teacher Qualifications; *Teaching Methods; *Vocational Education

In fall 1992, the National Assessment of Vocational Education Teacher Survey gathered data on the context of vocational education in public secondary schools through questionnaires sent to 2,071 vocational and academic secondary teachers. Response was 93 percent (1,924 teachers). Almost all teachers taught full time and had a significant amount of teaching experience. Class size was slightly lower and class length was somewhat longer in vocational courses. Vocational courses development to create informed instruction; use the assessment instruments; and create assessment measures to suit their own teaching situations. (The project report includes guidelines for creating staff development sessions on using informal assessment and samples of assessment materials.) (KC)

ED 367 895 CE 066 078

CREATE's Tech Prep Implementation Guide. CREATE's 4 2 2.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 93
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); Cooperative Programs; Educational Resources; *Education Work Relationship; High Schools; Institutional Cooperation; Models; Postsecondary Education; *Program Development; *School Business Relationship; State Programs; *Technical Education; Technological Advancement; Two Year Colleges
IDENTIFIERS- *Oklahoma; *Tech Prep

This guide, developed through the Consortium to Restructure Education through Academic and Technological Excellence (CREATE), a partnership among high schools, a vocational-technical center, a community college, and universities in Oklahoma, presents information, resources, and examples for development and implementation of a tech prep program in the state. The integration of academic and vocational training enhances the high school student's opportunity for employment upon graduation from high school and provides articulation toward a certificate or a two-year degree. CREATE's 4 2 2 plan encourages students to pursue the 4-year baccalaureate degree if their career choice requires it. The guide is organized in 12 sections that cover the following topics: (1) introduction (definition of tech prep and rationale for it); (2) the development and functioning of CREATE; (3) curriculum development; (4) articulation, including steps for successful articulation and a sample articulation plan; (5) staff development; (6) business and industry collaboration and partnership models; (7) guidance and counseling, including a counselor handbook; (8) marketing; (9) implementation steps; (10) program evaluation; (11) several local, state, and federal resources; and (12) a nine-item bibliography. (KC)

ED 367 896 CE 066 086

Fraser, Bryna Shore; And Others
School Reform and Youth Transition. Literature Review and Annotated Bibliography.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Education; Annotated Bibliographies; Apprenticeships; Articulation (Education); *Educational Improvement; Educational Needs; *Educational Research;

ED 367 917 CG 025 259

Jones, Pamela
African-American Women: The Psychotherapeutic Process as a Coping Style.
PUB DATE- 18 Aug 92
NOTE- 27p.; Paper presented at the American Psychological Association Conference (Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adults; *Blacks; Client Characteristics (Human Services); *Coping; Counseling Techniques; *Females; Personality Traits; *Psychotherapy; Religious Factors
IDENTIFIERS- *African Americans

This comprehensive literature review examines the issues involved in practicing psychotherapy with African-American women, and explores the adaptive coping styles utilized by black women in a antagonistic environment. Attention is given to the exploration of traditional resources utilized by the black woman in coping with her environment, such as kin and family support, as well as the exploration of new coping styles to be utilized by African-American women in an effort to deal with their daily environmental stresses. The key to effective coping for the African-American woman may be flexibility. Spirituality is an important construct and coping strategy within the African-American culture. Religious consciousness and spirituality may serve as important coping mechanisms for African-American women. Because current research on the African-American woman and mental health services suggests that the nature of the African-American woman's life lends itself to implementation of psychotherapeutic strategies, this paper focuses on ways in which traditional therapeutic processes can be adaptive in relation to the culture and ethnicity of the African-American woman. In conclusion, this paper identifies possible therapeutic interventions that will enhance the clinician's work with African-American women. (NB)

ED 367 918 CG 025 260

Canillas, Gregorio J.
African American Men: Psychotherapeutic Process as a Coping Style.
PUB DATE- 18 Aug 92
NOTE- 13p.; Paper presented at the American Psychological Association Conference (Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Aggression; *Blacks; *Coping; Depression (Psychology); *Help Seeking; *Males; Mental Health; *Psychotherapy; Racial Discrimination
IDENTIFIERS- *African Americans

This paper presents a review of the literature on African-American men and the psychotherapeutic process as a coping style. It describes the demographics of African-American men in treatment, reasons for seeking treatment, and common issues being presented in the psychotherapeutic session. Research suggesting that African-American men underutilize mental health their first jobs. Similarly, employers would be rewarded for their participation by creating a more qualified applicant pool from which to recruit and select new employees. (RJM)

ED 367 938 CG 025 341

VanHecke, JoNes R.; Buckingham, David E.
In the Spirit of Community: Student Centered Discipline.
PUB DATE- 23 Mar 93
NOTE- 25p.; Paper presented at the Conference of the National Association of Student Personnel Administrators (75th, Boston, MA, March 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arbitration; *College Environment; College Students; Community Cooperation; Community Responsibility; Dormitories; Higher Education; On Campus Students; Residential Colleges
IDENTIFIERS- *Boyer (Ernest L); National Assn of Student Personnel Administrators; Virginia Wesleyan College

This conference presentation describes how Virginia Wesleyan College's (VWC) arbitration process, in conjunction with the ideas contained in Ernest Boyer's special report, "Campus Life: In Search of Community", enhances the concept of community at VWC. The paper opens with a brief profile of VWC, a 1,400 student liberal arts school associated with the United Methodist Church, and then discusses the history of the VWC arbitration model. VWC's arbitration project arose from the concept of living and learning. This connection between the classroom and the dorm is also found in Boyer's report which is summarized, paying special attention to three of Boyer's six principles for day-to-day decision making (Just, Disciplined, Caring), and how these relate specifically to VWC and its community arbitration system. Supporting materials include handouts providing terms and definitions for VWC's community arbitration along with an arbitration flowchart. The paper concludes that VWC's model works well in being sensitive to the "Boyer" principles by incorporating mediation, personal responsibility and a well-defined governance program. (RJM)

ED 367 939 CG 025 343

Varnadore, Amy E.; And Others
Why Do I Like You? Students' Understanding of the Impact of the Factors That Contribute to Liking.
PUB DATE- Mar 94
NOTE- 11p.; Paper presented through the Committee for Equality in Professional Opportunity at the Meeting of the Southeastern Psychological Association (40th, New Orleans, LA, March 1994). For a related document, see CG 025 344.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; College Freshmen; College Seniors; Familiarity; *Friendship; Higher Education; *Interpersonal Attraction; Interpersonal Competence; Interpersonal Relationship; Proximity
IDENTIFIERS- *Liking

A study examined the impact of both gender and college experience on judgments of the importance of its factors that determine liking. Seniors and freshmen completed a survey on friend relationships. Participants provided demographic information assessment, and building a valid curriculum content closer to their needs. Many studies suggest that a metacognitive approach can give better results than an approach based solely on the mastery of cognitive competencies. The five female and four male low-literate readers studied (in Quebec) obtained scores below the norm on the digit span memory test, confirming some psycholinguistic hypotheses. Short-term memory has a limited retention capacity and processes information mainly in a phonological way. The fact that good readers generally decode well helps short-term information processing. Faster word processing avoids an overload in short-term memory. Conversely, the beginning reader who decodes with difficulties rapidly clutters his or her short-term memory, which impairs comprehension. Data on metacognitive comprehension shows that few low-literate readers are aware of the relation between reading comprehension and decoding skills. Literate persons (such as the seven men and four women in a control group) establish this link more easily. In spite of these cognitive limitations, low-literate and literate readers do share some metacognitive knowledge. Two tables and a list of tasks and cognitive skills are included. (Contains 38 references.) (Author/RS)

ED 367 959 CS 011 637

Gaskins, Irene W.; And Others
Six Teachers' Dialogue during Cognitive Process Instruction. Technical Report No. 595.
PUB DATE- Apr 94
NOTE- 41p.; Research funded by the James S. McDonnell Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Elementary Education; *Lesson Plans; *Reading Processes; Reading Research; *Teacher Behavior; Teacher Student Relationship; *Teaching Methods; *Teaching Styles
IDENTIFIERS- Dialogic Communication; Strategic Reading; Strategic Thinking

The instruction of six teachers in a private school (Benchmark) for bright underachievers that is characterized by a strategic teaching initiative, strong instructional leadership, and collegiality was examined to characterize the nature of instructional dialogue. Lesson transcripts were coded for the presence and organization of eight instructional moves often found in a good strategy instruction. Results demonstrated teachers' fidelity to a particular vision of instruction. Instructional moves designed to make strategic processing specific and explicit were found in all lessons, with the majority of lessons containing at least seven of the eight strategy instruction moves. Instruction was found to be transactional and process-oriented. Interactive cycles of dialogue, during which teachers were responsive to students' strategic construction of knowledge, were prevalent. Student and teacher demographic variables were considered as they related to characteristics of instruction. The transactional strategy instruction that was found is likened to instruction described by G. Duffy and L. Roehler and is contrasted with a recitation model of instruction. Four tables and three figures representing instructional materials are included. Contains 52 references. (Author/RS)

ED 367 960 CS 011 638

Examination of the Rhetorical Forces Affecting the Electronic Distribution of Information to the American Television Public" (John E. Craft and Frances R. Matera); "WAKR Radio: A History" (David Ritchey and Thomas Miles); "The Missouri State Council of Defense: Boosting Morale and Voluntary Action during World War II" (Caryl A. Cooper); "Censoring Comics: The Implementation and Enforcement of the 1954 Comics Code" (Amy Kiste Nyberg); "The Media Pool System--A Legal and Policy History" (David B. White); "'One' Magazine: Gay America's First Journalistic Voice" (Rodger Streitmatter); "When Surveys Failed: What Can Be Learned from the 1936 'Literary Digest' and 1948 Truman versus Dewey Election Polling Fiascos" (Maury M. Breecher); "Toward a Theory of Constructivism, Based upon the Lives of Two Women Photographers" (Kathryn S. Egan); "Defining the Modern Indian: Lee Harkins and 'The American Indian'" (John M. Coward); and "Pagans or Paragons? Imagery and Ideology in the Portrayals of Native Americans in the Prestige Press" (Mary Ann Weston). (RS)

ED 367 978 CS 214 247

Vitanza, Victor J., Ed.
Pre/Text: The First Decade.
PUB DATE- 93
NOTE- 348p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Higher Education; Historiography; *Rhetoric; *Rhetorical Theory; *Scholarly Journals; Writing (Composition)
IDENTIFIERS- *Discourse Communities; Historical Background

Marking the tenth anniversary of the journal, this book reprints 10 articles originally published in "Pre/Text: A Journal of Rhetorical Theory" and pairs each article with a short comment by its author. The book notes that the journal is devoted to exploring and expanding the field of rhetoric and composition by publishing articles considered "inappropriate" by other journals in the field. An introductory essay "A Retrospective and Two Prospectives" (Victor J. Vitanza and James A. Berlin) is followed by these essays: (1) "Rewording the Rhetoric of Composition" (Paul Kameen); (2) "The Dance of Discourse" (Louise Wetherbee Phelps); (3) "Cognition, Convention, and Certainty" (Patricia Bizzell); (4) "Rhetoric in the American College Curriculum" (S. Michael Halloran); (5) "The Rhetor as 'Eiron'" (C. Jan Swearingen); (6) "Thomas De Quincey in a Revisionist Rhetoric" (William Covino); (7) "The Writing of Science Non-Fiction" (Charles Bazerman); (8) "Neo-Romanticism and the History of Rhetoric" (Sharon Crowley); (9) "The History of Rhetoric and the Rhetoric of History" (John Schilb); and (10) "Toward a Sophistic Historiography" (Susan C. Jarratt). Two afterwords (by David Bartholomae and Steven Mailloux) conclude the book. (RS)

ED 367 979 CS 214 248

Bizzell, Patricia
Academic Discourse and Critical Consciousness.
PUB DATE- 92
NOTE- 301p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Chronological marking of time leads to destruction through the development of technology that is out of synchronization with the mythological context of time. Leslie Marmon Silko's novel "Ceremony" provides an initial study in the relationship between time and technology in Native American Indian literature. Teachers of Native American Indian literature need to understand that the works unfold in several layers, and that one of the keystones to understanding the subtleties of the literature is to understand the concept of "Indian time." An appendix listing differences between technological peoples and native peoples is attached. (Author/RS)

ED 367 999 CS 214 272

Bridges, Jean Bolen
Novels in the Composition Class: An Enigma or Stimulating Strategy?
PUB DATE- Nov 93
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; Course Content; Discussion (Teaching Technique); *Freshman Composition; Instructional Effectiveness; *Novels; Reading Attitudes; *Reading Material Selection; Reading Writing Relationship; Two Year Colleges; Writing Assignments
IDENTIFIERS- *East Georgia College; Response to Literature; *Writing about Literature

Composition classes at East Georgia College, a two-year college in the University System of Georgia, use some literature and literary discussions without compromising the "integrity" of the composition course. Cultural backgrounds of students are similar--most come from non-reading homes, and some say they have never read a whole book. Additionally, the economic situation in the rural area is grim. East Georgia College has moved away from canonical works and toward selection of contemporary novels, even best sellers, biographies, and autobiographies. When possible, the authors visit the campus and speak to the students. Considerations for selection include moderate length of the novel, low cost, no "Cliff Notes" available, and difficulty of the text. The selection process ends only when students respond to the books in writing. Students are quizzed on the book before discussion begins, discuss the book, and then receive writing assignments with at least four choices. Reading novels, biographies, and autobiographies stimulates students' thinking and their expression of those thoughts in both oral and written form. Composition instructors know that students continue to read after they leave the classroom and the college because former students write and tell them so. (RS)

ED 368 000 CS 214 273

Hawisher, Gail E., Ed.; Selfe, Cynthia L., Ed.
CCCC: Bibliography of Composition and Rhetoric, 1992.
PUB DATE- 94
NOTE- 221p.; For 1991 edition, see ED 359 522.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Course Descriptions; Futures (of Society); Higher Education; *Leadership; *Leadership Qualities; *Leadership Training; Supervisory Training; Undergraduate Students
IDENTIFIERS- *Communication Behavior

This paper presents a sample syllabus for use in an undergraduate course focused on leaders, leadership behaviors, and the leadership process. The paper notes that the training of new leaders has lagged behind the development curve in providing for effective leaders to meet the challenges of the 21st century. The paper also notes that training of leaders has included such elements as ethics, multicultural diversity, communication skills, an understanding of people, and a knowledge of the leadership process. The paper argues that what a leader is can be improved, if not actually learned, through training and education. The paper concludes with a sample syllabus that has been used in a field study in an ongoing project. Contains 32 references. (Author/RS)

ED 368 019 CS 508 530

Bardwell, Bruce Alan, I; Watt, Willis M.
Three-Phase Creative Process of Scenographic Design for Main Stage Theatre Productions.
PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Creative Expression; *Design; Higher Education; Models; *Production Techniques; Program Effectiveness; Stages (Facilities); *Theater Arts
IDENTIFIERS- Greater Tuna; *Technical Theater

Theater artists/practitioners have for many years relied on their natural creative abilities in designing makeup, lights, sound, costumes, and sets. Theater researchers believed the scenographer must create a series of dramatic physical settings that blended into a complete revaluation of the playwright's story. However, the nature of the creative process, it has been suggested, can be delineated and organized in such a manner as to allow for a more systematic approach to the designer's creative work. A three-phase process was developed for the set designer's use in creating an appropriate environment for the playwright's story. In the inception phase, the scenographer reads the script for ideas and themes. In the action phase, the scenographer translates the inceptive concepts into working designs, budgets, and schedules. The actualization phase involved the actual implementation of developing the set, adherence to the established budgets, and an accurate following of the production schedules. The three-phase creative scenographic process was tested through application in a main stage production of the play "Greater Tuna." Results indicated that the process was an effective procedure for producing main stage theatre productions. (Author/RS)

ED 368 020 CS 508 531

Engleberg, Isa N.
The Emerging Professoriate in Community Colleges.
PUB DATE- 18 Nov 93
NOTE- 5p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-

ED 368 039 EA 025 650

Radon Measurement in Schools. Revised Edition.
PUB DATE- Jul 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Cancer; *Educational Facilities; Elementary Secondary Education; *Hazardous Materials; *Measurement; *Physical Environment; *School Safety
IDENTIFIERS- *Radon

The Environmental Protection Agency (EPA) and other major national and international scientific organizations have concluded that radon is a human carcinogen and a serious environmental health problem. The EPA has conducted extensive research on the presence and measurement of radon in schools. This report provides school administrators and facilities managers with instructions on how to test for the presence of radon. Section 1 of this report includes information on radon facts, health effects, radon exposure, radon problems in schools, and radon entry into schools. Section 2 on radon testing in schools includes information on measurement strategy in schools, what rooms to test, when to conduct radon measurements, who may conduct testing, quality assurance measurements, summary of EPA recommendations, deciding how quickly to mitigate, and a decision making flow chart. Section 3 covers reducing radon concentrations. Section 4 includes frequently asked question on radon and radiation, planning for testing, conducting initial measurements, tampering and detector placement, weather conditions, conducting follow-up measurements, and quality assurance. Appendices include a list of state radon contacts, a list of EPA Regional Offices and Radon Training Centers, information on using a measurement service, measurement devices, quality assurance procedure, and a procedural checklist for radon testing. (JPT)

ED 368 040 EA 025 652

Henderson, Richard L.; And Others
Public Opinion Survey of an Extended-Suburban School District in Central Arkansas with Comparisons to the 25th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes toward the Public Schools.
PUB DATE- Nov 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Attitudes; Community Satisfaction; *Community Support; Community Surveys; Educational Improvement; Educational Quality; Effective Schools Research; Elementary Secondary Education; National Surveys; *Public Opinion; *Public Schools
IDENTIFIERS- *Arkansas; Phi Delta Kappa

In Arkansas 110 adults were asked questions over the telephone about the quality of Arkansas' educational system. The use of the data gathered through the phone survey will help enhance the effectiveness and efficiency of educational decisions made by policymakers in Arkansas. Opinions of parents and the

Elementary Secondary Education; *Participative Decision Making; *Program Development; School Based Management
IDENTIFIERS- Flexibility (Attitude); Oregon; *School Site Councils

Like school-based management, school-site councils offer some attractive reform possibilities, including broadly based, democratic decision-making; enhanced sensitivity to specific school climates; and widely shared responsibility. Site councils can be ineffective, even harmful, when lacking sufficient support, expertise, and time to succeed. This bulletin suggests ways to construct effective site councils, pointing out councils' possibilities and the demanding steps required to realize them. Chapter 1 discusses the nature of school-site councils, their relationship to school-based management, their many advantages, and necessary development precautions. Chapter 2 shows how to initiate a school-site council, treating council composition, selection of leaders and members, and bylaws, training, and first steps. Chapter 3 describes how councils actually operate; topics include running meetings, making decisions, overcoming common difficulties (such as authoritarian principals, factionalism, lack of time, and accountability), and developing effective roles for principals, teachers, and other council members. The final chapter surveys the relationship between the site council and other groups, including parents, school and district staff, and the school board. The chapter closes by discussing the policy implications of school-site councils. Contains 26 references and a list of 24 interviews. (MLH)

ED 368 059 EA 025 688

Legislation on Alternative Education Programs. Wisconsin Legislative Council Report No. 1 to the 1993 Legislature.
PUB DATE- 9 Mar 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; High Risk Students; *Nontraditional Education; *Public Schools; *State Legislation; *State Programs; *Student Problems
IDENTIFIERS- *Wisconsin

Two key pieces of legislation cover changes to Wisconsin's alternative education programs. The first bill is "1993 Senate Bill 88, Relating to Alternative Education Program, Children-At-Risk Programs, Granting Rule-Making Authority and Making an Appropriation." This bill creates an alternative education grant program of $3 million for fiscal year 1993-94 administered by the Wisconsin Department of Public Instruction (DPI). It also modifies the current children-at-risk program administered by the DPI by extending eligibility to all students and creating a competitive grant mechanism. The second bill is "1993 Senate Bill 89, Relating to Assessment Periods for Certain Pupils, High School Graduation Requirements, Alternative Education Program Teacher Licensure, Education for Employment Programs and Granting Rule-Making Authority." This bill creates an authority for school districts to establish assessment periods for certain students and modifies high school graduation requirements. It also guides state agencies in their role in changes in alternative education programs. The activities of the Special Committee on Alternative Education Programs is included. Legislation background and description are included as well. Appendices include a list of Legislative Council members, a list of Special Committee on Alternative Education Programs members, and committee materials. (Contains district report cards, a state-operated schools summary, and a state summary of the 1993-94 education plans. Each district is making progress toward its 1992-93 goals by revising specific curricula, developing student outcomes to improve achievement, and keeping the public informed to improve community relations. A goal to improve student performance appeared in 28 districts' 1993-94 plans; 31 districts reported receiving recognition for state and national academic achievement for individual students and student teams. Over 85 percent of districts include environmental education concepts in classroom instruction. During 1992-93, the statewide dropout rate was 3.7 percent; the average daily membership increased 3.1 percent statewide; the statewide attendance rate was 93.1 percent; and the promotion rate for grades 2 through 6 was 99 percent. More Alaska students score in the top than the bottom quarter on the Iowa Tests of Basic Skills. Appendices contain information on staff salaries, teacher-pupil ratios, operating expenditures, per pupil expenditures, testing programs, and superintendents' names and addresses. A glossary of terms is included. (MLH)

ED 368 079 EA 025 728

Munro, John K.
Students Learning More about Learning.
PUB DATE- Jan 94
NOTE- 28p.; Paper prepared for the Annual Meeting of the International Congress for School Effectiveness and Improvement (7th, Melbourne, New South Wales, Australia, January 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Curriculum Development; Elementary Education; Foreign Countries; Learning Activities; *Learning Processes; *Learning Strategies; *Teaching Methods; Teaching Styles
IDENTIFIERS- *Australia (Melbourne)

Facilitating Effective Learning and Teaching (FELT) is a program that involves the systematic analysis of learning by students. It identifies the processes of reflection and making implicit knowledge explicit in changing one's understanding of learning. The present investigation examines the prediction that students can enhance their self-perception and effectiveness as learners by understanding and valuing both the learning process and themselves as learners. The FELT program affords the opportunity for students to evaluate and to modify the concepts of learning in the light of increasing knowledge and experience as learners. The basis of the FELT program is an examination of the learning process by learners. The following aspects of the learning experience are examined: (1) the meaning of learning; (2) individual ways of learning; (3) feelings of the learner; (4) displaying knowledge; (5) learning new ideas; (6) concentrating; (7) learning by reading, writing, and listening; (8) remembering; (9) learning in different contexts; and (10) organizing. The FELT program is based on eight assumptions. One assumption of the FELT program is knowledge is acquired through active construction. An investigation of 137 students in grades 5-8 reports an evaluation of the effect of studying the first aspect of learning on students's knowledge of learning and beliefs about themselves as learners. (KDP)

ED 368 080 EA 025 737

Peterson-del Mar, David

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Ability Identification; Aptitude Tests; *Cognitive Processes; Comparative Analysis; Cultural Differences; Educational Diagnosis; Elementary Education; *Ethnic Groups; Evaluation Methods; Factor Analysis; *Gifted; *Intelligence Tests; Minority Group Children; *Reaction Time; Student Evaluation

Elementary students (N=160, grades 2-3 and 5-6) were evaluated in a battery of four information-processing tasks, including: Inspection Time, Reaction Time, Coincidence Timing, and Mental Counters (Working Memory). Half of the children were certified as gifted in a case study analysis; the other half were selected from non-gifted programs of the same school district. For each of the two main factors (giftedness and grade), equal numbers of participants were drawn from four ethnic backgrounds: African-American, Latino, Filipino, and White. Large differences on all four information-processing tasks appeared as a function of grade and membership in the gifted program. The sole significant relationship involving ethnic background was that gifted African-Americans showed the fastest reaction times and nongifted African-Americans the slowest. Overall relationships between measures of processing and intelligence quotient were modest. (PB)

ED 368 100 EC 302 845

McLaughlin, Susan C.; Saccuzzo, Dennis P.
Ethnic and Gender Differences in Locus of Control in At Risk Gifted and Nongifted Children.
PUB DATE- 94
NOTE- 8p.; In: Saccuzzo, Dennis P.; And Others. Identifying Underrepresented Disadvantaged Gifted and Talented Children: A Multifaceted Approach. (Volumes 1 and 2); see EC 302 840.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Identification; Analysis of Variance; *At Risk Persons; Black Students; Cultural Differences; Economically Disadvantaged; Emotional Problems; *Ethnic Groups; Filipino Americans; *Gifted; Hispanic Americans; Intermediate Grades; Junior High Schools; Limited English Speaking; *Locus of Control; Low Income; Minority Groups; *Sex Differences; Special Health Problems; Student Evaluation; Whites
IDENTIFIERS- African Americans

The effects of ethnicity, gender, and risk on locus of control were investigated for gifted children and for high ability nongifted children. Subjects (n=805) in grades 5 through 7 were African-American, Caucasian, Latino/Hispanic, or Fillipino and had been referred for evaluation of giftedness, which included evaluation of intellectual ability and six risk factors: (1) environmental risk, (2) economic risk, (3) language risk, (4) cultural risk, (5) emotional risk, and (6) health risks. Analysis of variance revealed significant main effects for giftedness, ethnic background, and level of risk, as well as a significant ethnic X risk interaction. In addition, a gender X giftedness X ethnic background analysis of variance yielded a significant main effect for gender. Overall, higher internal locus of control was associated with female Caucasians not at risk. However, in contrast to Caucasians, greater risk was associated with a higher internal locus of control in non-Caucasians. Results confirmed previous findings in showing a more internal locus of control in gifted children, and further provides a review of the literature as a whole. Abstracts summarize articles' major points or studies' findings. Articles are grouped into the following categories: career development/preparation (11 articles); employment/workplace accommodations (8 articles); follow-up studies (7 articles); and policy/professional development (5 articles). Articles in the section on career development fall under three categories--career planning, career preparation, and career achievement. An underlying theme of most articles in the first section is that effective career development encourages self determination of people with disabilities. The need for flexibility in counseling approaches is stressed. Most of the articles in the section on employment/workplace accommodations discuss implementation of the Americans with Disabilities Act (ADA). These articles cover the hiring process, reasonable accommodations, essential functions, disclosure, and resources for the employer. The follow-up studies explore how a college education affected employment outcomes, or compare successful and unsuccessful groups of adults. The articles on policy/professional development either discuss professional development of counselors or address implications of the ADA. An appendix gives relevant organizational addresses. (DB)

ED 368 118 EC 302 873

Vandercook, Terri; And Others
Achieving Membership in Home Schools for Students with Severe Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Severe Disabilities Branch.
PUB DATE- 30 Nov 93
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; Elementary Education; *Inservice Teacher Education; *Mainstreaming; Normalization (Disabilities); Program Evaluation; Regular and Special Education Relationship; *Severe Disabilities; *Social Integration; Teamwork; Technical Assistance
IDENTIFIERS- *Forest Lake School District MN; *Inclusive Schools

The Achieving Membership Program in Forest Lake (Minnesota) attempted to develop, document, and evaluate district level, building level, and child team level strategies to achieve full inclusion in regular schools for elementary-aged students with severe disabilities. The 3-year program had three main components: (1) establishing model demonstrations of inclusive education; (2) establishing support and training strategies; and (3) evaluating processes and outcomes. The program was based on building capacity in home schools via training and technical assistance using a model which stressed collaborative teamwork, technical assistance strategies, and inservice strategies. Among program results were inclusion of 16 students in their home schools by the third year. Among other program outcomes were community-based early childhood programs, changes in job descriptions of special educators, increased collaboration among special educators, and development of numerous products for dissemination. Evaluation indicated that, in general, positive outcomes were realized for the children with disabilities, their families, their classmates, and teachers. Extensive appendices include: the social network survey, the integration checklist, the Scales of Independent Behavior, summaries of structured small group peer interviews

(070),Journal Articles (080)
DESCRIPTORS- *Attention Deficit Disorders; Clinical Diagnosis; *Drug Therapy; *Medical Services; *Stimulants; Student Characteristics; Teacher Role
IDENTIFIERS- *Antidepressants

This brief article uses a question and answer format to review basic information about medical management of children with attention deficit disorders (ADD). Questions address: characteristics of ADD; how parents and teachers can tell if a child might have ADD; types of services and programs which help these children and their families; medications prescribed for ADD children; how psychostimulants appear to help ADD children; common side effects of psychostimulant medications; the use of tricyclic antidepressants in treating ADD; side effects of tricyclic antidepressant medications; ADD children who do not respond well to medication; dispensing of medications at school to an ADD child; monitoring of effectiveness of medications and other treatments; the role of the ADD child's teacher; and refutations of common myths associated with ADD medications. (DB)

ED 368 137 EC 302 895

Supporting Transition to Adulthood: A Staff Training Package for Practitioners Working with Students with Severe Physical Disabilities.
PUB DATE- 92
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agency Cooperation; Curriculum; *Education Work Relationship; Family Involvement; Foreign Countries; Interdisciplinary Approach; *Physical Disabilities; Secondary Education; *Staff Development; Student Participation; Teamwork; *Transitional Programs
IDENTIFIERS- England

This staff training package was produced to complement a curriculum framework for assisting students with severe physical disabilities to make the transition to adulthood. The package is based partially on the experiences of a team from the North Nottinghamshire College of Further Education in England. Part 1 explores the concept of transition to adulthood and the various issues implicit in this process, and links staff training to these issues. It also describes the previous experiences and present needs of a group of students involved in the Transition to Adulthood project. Part 2 is a training manual presented in a workbook format. It provides an agenda for staff training, examines the educational and professional implications of transition to adulthood, and asks practitioners to evaluate their range of competencies to isolate skill deficiencies and identify further training needs. Themes emphasized in the training package include: team work at the institutional level, interagency cooperation in curriculum design and delivery, support for staff and students, multiprofessional contributions, and full involvement of students with severe physical disabilities and the support and understanding of their families. (JDD)

ED 368 138 EC 302 896

Speeches; Uncommonly Taught Languages; Videotape Recordings; Vocabulary Development; Written Language
IDENTIFIERS- *Authentic Materials

Instructional materials for use in advanced Arabic second language instruction are presented in two separately-bound parts. The first contains 28 lessons on a wide variety of subjects using a series of authentic texts, all in Arabic. These texts include personal and formal correspondence, short stories, essays, plays, poems, proverbs, and excerpts from speeches and panel discussions. All texts are abridged but unedited authentic printed material. The second part contains 14 units based on authentic audiovisual materials including tape recordings of live speeches and lectures, television series, short stories based on Arabic proverbs, videotaped speeches and lectures, and short films. Only the printed transcriptions are included here; all are in Arabic. The two parts can be used separately or together; ten units in part one correspond to ten units in part two. The lessons are presented in four stages: (1) pre-reading/listening/viewing, to activate background knowledge and topic familiarity; (2) reading/listening/viewing, to reveal general meaning and underlying sociocultural references; (3) evaluation, with opportunities to review linguistic and non-linguistic items; and post-reading/listening/viewing, to involve learners in using Arabic to discuss the topic critically and apply learning to other situations. Instructional activities encourage collaboration and negotiation of meaning, and require oral and written practice. (Author/MSE)

ED 368 157 FL 021 526

Alosh, Mahdi
Arabic 401: A Reading Course. Foreign Language Publications No. 86. Working Draft.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 109p.
LANGUAGE- Arabic
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Arabic; Class Activities; Higher Education; Reading Comprehension; Reading Instruction; *Reading Rate; *Reading Skills; *Reading Strategies; Second Language Learning; *Second Languages; Skill Development; Speech Skills; Uncommonly Taught Languages; Writing Exercises

This college-level textbook, entirely in Arabic, is designed to help students develop specific reading skills, namely, skimming and scanning. Users should have had at least 30 quarter hours of Arabic instruction previously. The reading selections and tasks are intended to promote reading fluency by also increasing reading speed. Learner tasks also include modifying the form of information in the reading selections, for example, transforming biographical information into a resume or advertisement. Issues of grammar and style are not addressed overtly, but are incorporated into exercises. Each unit of the textbook contains one or more reading selections, followed by comprehension exercises and questions, and vocabulary exercises. A glossary of new vocabulary terms is included in each unit. Suggested classroom activities to accompany the textbook are mainly oral, revolving around the topic or topics contained in the reading material. (MSE)

ED 368 158 FL 021 530

SPONS. AGENCY- Office of Bilingual Education and Minority
Languages Affairs (ED), Washington, DC.
PUB DATE- Aug 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; Cooperation; Elementary Secondary Education; *English (Second Language); *Inservice Teacher Education; Instructional Effectiveness; *Interprofessional Relationship; *Language Teachers; *Limited English Speaking; *Literacy Education; Program Descriptions; Teamwork; Technical Assistance
IDENTIFIERS- Georgia State University; *Gwinnett County School System GA

A collaborative project of the Gwinnett County Schools and Georgia State University, federally funded, was designed as an inservice teacher development program to improve the instructional competence of English-as-a-Second-Language (ESL) and mainstream teachers working with limited-English-proficient (LEP) students in elementary and secondary schools. The approach used was to provide teams of instructors with strategies for coordinating instruction and sharing expertise with colleagues. Most of the training activities in the 40-50 hour course were multi-level, cooperative, experience-based, authentic, and flexibly organized and integrated language and literacy learning across content areas and sociocultural situations. Most training sessions included instructor input, opportunities for teams to adapt content to their own classroom situations, and time and support for work on team projects. Across the project's 2 years, 84 ESL and mainstream teachers were served. Project results were assessed using surveys, interviews, and results of team projects. Most of the teacher changes found to have occurred during the project involved awareness of the special needs and unique capabilities of LEP students and the need for improved communication among ESL teachers, mainstream teachers, and parents. Increased use of instructional strategies and support of LEP students were also reports. (Contains 10 references.) (MSE)

ED 368 177 FL 021 867

Beasley, Colin J.
Language and Content: The Case of Law.
PUB DATE- 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business Administration; Case Studies; *English (Second Language); *English for Special Purposes; Foreign Countries; Higher Education; Introductory Courses; *Laws; *Legal Education (Professions); Native Speakers; Questionnaires; Student Attitudes
IDENTIFIERS- *Content Area Teaching; *Problem Based Learning

A discussion of the teaching and learning of English for special purposes focuses on the interrelationship of content and language, particularly in the case of education for the legal professions. It is noted that law students must both study a large corpus of case and statute law and legal principles and

DESCRIPTORS- *Class Activities; Classroom Techniques; Elementary Secondary Education; *Evaluation Criteria; *Portfolios (Background Materials); Program Descriptions; Second Language Instruction; *Second Languages; *Student Evaluation

Guidelines for teachers to use in creating and evaluating second language students' portfolios, as a method of assessing student work, are outlined. The guide begins with a brief statement of the philosophy underlying use of student portfolios and an overview of what a portfolio is. Subsequent sections offer suggestions for: portfolio contents (general content, specific classroom activities for beginning and advanced level language students); assessment criteria (general principles, useful evaluation instruments, and sample evaluation forms for use by both teachers and the students themselves); class and group activities to be used at the culmination of the portfolio project, including discussions, panels, convocations, presentations, exhibitions, parent evenings, formal student review, formal teacher review, and plans for retention or disposal of portfolios; comments of the pilot project committee; and samples of student work. Contains 16 references and a 9-item annotated bibliography. (MSE)

ED 368 198 FL 021 977

De Koninck, Zita
Etude de textes informatifs oraux et ecrits d'eleves francophones et d'eleves allophones du primaire et du secondaire frequentant des ecoles pluriethniques au Quebec (A Study of Oral and Written Productions of Francophone and Allophone Primary and Secondary School Students in Multiethnic Schools in Quebec).
PUB DATE- 94
NOTE- 274p.
LANGUAGE- French
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cultural Pluralism; Discourse Analysis; Elementary Secondary Education; Ethnic Groups; Evaluation Criteria; Evaluation Methods; Foreign Countries; *French; Language Skills; *Oral Language; Student Evaluation; *Writing Skills
IDENTIFIERS- Canada; *French Speaking; *Quebec (Montreal)

A study examined the characteristics of the oral and written production of French-speaking and minority-language students in elementary and secondary multiethnic schools in Montreal (Quebec), with the purpose of assessing the relevance of student evaluation methods. Subjects were 248 elementary and 231 secondary students, categorized in 9 ethnic or language groups (Haiitian, Italian, Portuguese, Spanish, Greek, Asian, Slavic, Quebecois, and others). Results show little difference in the discursive and lexical aspects of the productions. However, the language-minority students' productions contain linguistic features that reflect second language learning strategies. The existing criteria for evaluating students' writing and speech is found adequate, to the extent that this study could determine. (MSE)

ED 368 199 FL 021 978

Fantini, Alvino E.
Language Acquisition of a Bilingual Child: A Sociolinguistic Perspective (To Age Ten). Multilingual Matters 17.
PUB DATE- 85
NOTE- 276p.
LANGUAGE- English

Clothing; *Daily Living Skills; *English (Second Language); Food; Grammar; Health; Housing; *Interpersonal Communication; Job Search Methods; *Literacy Education; Second Language Instruction; Transportation

A basic text for adult students who need to learn oral English patterns and vocabulary required in day-to-day situations is presented. The first book is intended for adults with little or no previous instruction in English who need to develop listening and speaking skills required to communicate effectively in these areas: personal identification and communication; food; health; transportation; housing; clothing; looking for and keeping a job; banking and money orders; community resources; and United States historical holidays. Instructional units are situation-oriented and non-sequential, and integrate appropriate grammatical and syntactic structures. The principal purposes of each lesson is to develop immediately usable oral skills. An introductory section gives an overview of the materials and offers guidelines for classroom activities and approaches. Subsequently, 10 units are presented. Each consists of: a list of competency objectives; situational or functional dialogues; vocabulary and structure practices; interactive pair practice exercises and/or interview questions; visual aids; and reading exercises. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 368 219   FL 800 730

Keltner, Autumn; Bitterlin, Gretchen
English for Adult Competency, Book 2. Second Edition.
PUB DATE- 90
NOTE- 221p.; For a related document, see FL 800 729.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Banking; Civics; Clothing; Community Services; *Daily Living Skills; *English (Second Language); Food; Government (Administrative Body); Grammar; Health; Housing; *Interpersonal Communication; Job Search Methods; *Literacy Education; Monetary Systems; Second Language Instruction; Transportation

A basic text for adult students who need to learn oral English patterns and vocabulary required in day-to-day situations is presented. The second book is intended for adults with at least one year of instruction in English as a Second Language. It consists of nine units on: personal identification and social communication; food and money; health care; transportation; housing; shopping and banking; employment; community resources; and government and law. Instructional units are situation-oriented and non-sequential, and integrate appropriate grammatical and syntactic structures. The first book is not required for success with the second; materials in the second book reinforce and expand the basic concepts, vocabulary, and structures generally introduced in beginning-level instruction. In addition to structures, language functions such as requesting clarification, requesting and reporting information, and making introductions are addressed where applicable. An introductory section gives an overview of the materials and offers guidelines for classroom activities and approaches. Subsequently, the nine units are presented. Each consists of: a list of competency objectives; a student needs assessment exercise; situational or functional dialogues; vocabulary and structure practices; interactive pair practice exercises; visual aids; interview questions; and a reading exercise. (MSE) are: (1) "Orienting Today's Students" by M. Lee Upcraft; (2) "Theoretical Perspectives on Orientation" by Michael Dannells; (3) "Trends and Issues in Orientation Programs" by Gerry Strumpf and Greg Sharer; (4) "Components of a Comprehensive Orientation Program" by Becky F. Smith and Richard Brackin; (5) "Orientation as a Catalyst: Effective Retention through Academic and Social Integration" by Louis Fox and others; (6) "Organization and Administration of Orientation Programs" by Richard H. Mullendore and Jimmy Abraham; (7) "Orienting Diverse Populations" by Bonita Jacobs; (8) "Orientation Activities for the Families of New Students" by Diane M. Austin; (9) "Meeting the Demands of Many: Orientation at Two-Year Institutions" by Les Cook and Barry Sterns; (10) "Orienting Transfer Students" by Charlene Hager Harrison; (11) "The Freshman Orientation Seminar: Extending the Benefits of Traditional Orientation" by Betsy O. Barefoot and John N. Gardner; (12) "New Student Orientation and Technology: Oxymoron or Allies" Gary L. Kramer; (13) "Orientation Standards, Evaluation, and Assessment" by Richard H. Mullendore and Gary M. Biller; and (14) "Perspective on the Future of Orientation" by John N. Gardner and David A. Hansen. Also included is a summary of the Council for the Advancement of Standards guidelines and standards for student orientation programs and information on the authors. References accompany individual papers. (JB)

ED 368 240   HE 027 193

Hamilton, Harold C.; Word, William R.
Internationalization of the Business Curriculum: A Case Study--University of Montevallo.
PUB DATE- Apr 93
NOTE- 8p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, April 1-3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *Business Administration Education; Case Studies; Course Content; *Curriculum Development; Educational Improvement; Faculty Development; *Global Approach; Higher Education; *International Studies; Liberal Arts; Public Colleges; Required Courses; Small Colleges; Undergraduate Study
IDENTIFIERS- *University of Montevallo AL

In 1979 the College of Business at the University of Montevallo (Alabama), a small undergraduate institution emphasizing liberal studies and professional programs supported by a broad base of arts and sciences, decided to work toward achieving accreditation by the American Assembly of Collegiate Schools of Business. Curriculum review indicated that course work was lacking in international business concepts. Texts for core courses in marketing, finance, and management included chapters on international aspects, but most professors were not including the chapters in their course syllabi. Efforts were made for these chapters to be covered, but they were generally among the last chapters of the book, and it was later found that most professors were not getting to the material. A course called International Marketing was then made a required business core course in 1982. The need for faculty development was identified, to improve the faculty's confidence and enthusiasm in teaching international business. Eight staff members received 2 weeks of training in developing

Perrson) is followed by "Literacy: An Ecological View" (David Sless) that shares a view of literacy as an interdependent component in a much larger communicative environment. "The Competency Agenda: What Does It Mean for Adult Literacy and Basic Education?" (Mike Brown) sets out a description of the competency agenda as problematic. "Adult Readers' Problems: How a Language-Based Approach Can Help" (Bill Winser) advocates an approach that suggests that teachers and students need to become more aware of the meaning making powers of language. "A Full-Time Literacy Program for Long-Term Unemployed People" (Marian Norton) describes a program that integrates vocational content into a literacy program. "The Right to Literacy--The Rhetoric, the Romance, the Reality, from Policy to Practice--An Industry/Service-Provider Perspective: Literacy and English Language--Social Justice or Economic Imperative" (Wendy Heath, Anne Learmonth) focuses on issues dealing with the development and implementation of the Literacy, English Language, and Numeracy Program in the State Electricity Commission. "Strategic Management in Language and Literacy: Outcomes or Empires?" (Nicole Gilding) explores tensions in adult literacy and complexities facing managers at state and institutional levels. "What Is There to Read?" (Susanne Bruhn) covers the outcome of the National Library's conference, "The Right to Read." "Participant Observation: A Way of Conducting Research" (Jean Serle) describes this technique. "Numeracy and How We Learn" (Jeannette Thiering) describes workshops for teachers of numeracy or general mathematics. "From Radical Rhetoric to the Sobering Reality of Current Policy Options around Adult Basic Education in South Africa" (Marian Clifford) examines trends in adult basic education policy thinking in South Africa in the light of Australian experiences. "NSW New South Wales Inmate Education: Literacy in Action in NSW Correctional Centers" (Brian Noad) provides a model. (YLB)

ED 367 781 CE 065 653

ACAL National Conference (Sydney, Australia, October 9-11, 1992). Conference Papers, Vol. 3, Workshops with a Local NSW Focus.
PUB DATE- 92
NOTE- 70p.; For Volumes 1 and 2, see CE 065 651-652.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Reading Programs; Classroom Techniques; Competency Based Education; *Correctional Education; Correctional Institutions; Developed Nations; Foreign Countries; Integrated Curriculum; Library Role; *Literacy Education; *Numeracy; *Program Development; Teaching Methods
IDENTIFIERS- Australia (New South Wales)

This third of three volumes of the 1992 Australian Council for Adult Literacy (ACAL) Conference Papers is a special edition of "Literacy and Numeracy Exchange." It includes nine papers from workshops with a more local New South Wales focus. "Literacy, Language, and Numeracy in the Workplace in the Context of Industry Restructuring" (Ursula Nowicki, Ken McLeod) raises some important points about workplace basic education programs, the nature of these programs, and development of a "flexible training program for consultative committees." "Competency Based Training (CBT) and Adult Basic Education Practitioners" (Merilyn Childs) takes a clear and precise look at CBT and asks what it is, how it affects us, and what it means for students. "The Why, What, When, and How of Teaching Maths in a 'Reading

Relationship; Elementary Secondary Education; Employment Programs; Employment Services; Equal Opportunities (Jobs); Federal Legislation; *Federal Programs; *Human Resources; *Human Services; Job Development; Job Training; *Labor Force Development; Policy Analysis; Policy Formation; Program Costs; *Public Policy; Retraining; Social Services; Summer Programs; Transitional Programs; Unemployment Insurance; *Vocational Education; Welfare Services; Youth Employment; Youth Programs
IDENTIFIERS- Empowerment; Job Corps; Social Security

The antipoverty initiatives of the Kennedy and Johnson administrations were essentially continued and given increased funding during the Nixon, Ford, and Carter administrations. The Reagan and Bush administrations marked the regression of many employment, training, and welfare programs. Employment and training issues were given high priority during Clinton's 1992 campaign but received less priority during the first year of the Clinton administration. Since the Kennedy administration, federal intervention in the area of preparation for work has improved services to neglected groups. Federal funding of secondary and vocational education has never been high, however. It peaked at 9% in 1980 and declined to 5.6% in 1992. The federal government has assumed responsibility for providing second-chance job training for disadvantaged/displaced persons and ensuring equal access to work. Although employment policies focusing on bringing jobs to depressed areas have yielded disappointing results, direct public service job creation has proved successful. Programs of promise identified in this paper are: Head Start, elementary and secondary education, school-to-work transition, second-chance programs, access to jobs, income maintenance, welfare reform, and targeted job creation. (Appended is a list of 34 assessments of federal human resource programs.) (MN)

ED 367 800 CE 065 812

McLeod, Pat N.
Vocational Guidance/Counseling Teacher Education in Northeast Texas. Final Report.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 30 Jun 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Counseling; Career Development; Career Education; *Career Guidance; Counselors; *Counselor Training; Graduate Study; *Guidance Programs; Higher Education; Junior High Schools; Middle Schools; Practicums; Professional Development; Program Development; Program Implementation; Secondary Education; Special Needs Students; *Teacher Education
IDENTIFIERS- Texas (Northeast)

A project provided technical assistance to approximately 200 vocational guidance/counseling program personnel in the Northeast Texas Area. A project advisory committee provided input for program planning, program improvement, and program evaluation. The project provided instruction in the courses required for certification in vocational guidance/counseling programs by the Texas Education Agency. Courses were offered on the following: planning and organizing programs of vocational guidance; occupational vocational education information; vocational student identification, placement, and follow-up; history and principles of vocational education; methods of media for teaching vocational subjects; organization and

Finishing; Flooring; Item Banks; Leadership; Roofing; Secondary Education; *Statewide Planning; Test Items; *Trade and Industrial Education
IDENTIFIERS- *Missouri

This test item bank is intended to help instructors construct criterion-referenced tests for secondary-level courses in building trades. The bank is keyed to the Missouri Building Trades Competency Profile, which was developed by industry and education professionals in Missouri, and is designed to be used in conjunction with the Vocational Instructional Management System. Included in the bank are 525 test items on the following topics: basic skills, development of construction plans, preparation of the building site, construction and installation of forms, floor layout and framing, wall layout and framing, roof layout and framing, installation of roofing components, installation of exterior finishes, installation of interior finishes, assembly and construction of stairs, and leadership. The following information is provided for each test item: unique item number; duty area and task number (keyed to the Missouri Competency Profile); letter of the correct answer; source of the item (author and year of publication); date; learning domain being tested (cognitive, affective, psychomotor); writer(s)/reviewer(s); and accompanying artwork. Also included is a list of 18 references. (MN)

ED 367 820 CE 065 865

Integrating Vocational Competencies and Math Skills. Industrial Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Dec 93
NOTE- 889p.
LANGUAGE- English
EDRS Price- MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competency Based Education; *Core Curriculum; Educational Needs; *Industrial Education; *Integrated Curriculum; *Mathematics Skills; Secondary Education; State Curriculum Guides; *State Programs
IDENTIFIERS- *Missouri

This document is designed to help teachers identify those math skills that students must master to complete the vocational competencies taught in industrial education classes. Included in the document are 10 program area/math skills matrices that were developed as a result of a research development project during which secondary-level Missouri industrial education teachers listed the math core competencies and key skills required for and/or currently taught in the state's industrial education programs. Matrices are provided for the following program areas: air conditioning, heating, and refrigeration; auto collision technology; automotive technology; building trades; drafting; electronics; graphic arts (offset lithography); health services assistant; machine technology; and welding. Each three-column matrix identifies the vocational competencies involved in the given program area, the math skills involved in the said vocational competencies, and an indication of whether the math skills will be new to students in the vocational classroom or whether they have already been covered by math courses in grades 2-10. An appendix based on the math skills identified in the 1990 "Core Competencies and Key Skills for Missouri Schools" contains additional access, curriculum organization, managing and supporting learning, tools for flexible learning, and assessment and credit opportunities); and operational management (staffing and accommodation, administration, and quality and efficiency). Outlined in Section 4 are strategies for managing the process of change to learner-centered schools. Appended is an annotated list of related videos, booklets, and serial publications. (MN)

ED 367 838   CE 065 898

Aitken, John
National Vocational Qualifications: A Review. NVQ Report.
PUB DATE- Nov 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Academic Standards; *Competency Based Education; Education Work Relationship; Employment Qualifications; *Evaluation Criteria; Foreign Countries; Higher Education; School Business Relationship; Secondary Education; *Student Evaluation; *Validity; *Vocational Education
IDENTIFIERS- *National Vocational Qualifications (England)

England's National Vocational Qualifications (NVQs) are statements of competence that are based on national standards for performance in employment. NVQs are organized into five levels of achievement and areas of competence as follows: introductory, trade, technical/craft and supervision, "incorporated" equivalent, and "chartered" equivalent. General NVQs (GNVQs) are designed to be pursued by candidates not yet certain of their career goals or wishing to use the qualifications as a step toward higher education. The primary developers of NVQs are industry lead bodies consisting of employers and key organizations and industrialists. Educators have not yet been significantly involved in development of NVQs. The relationship between NVQs and other standards is unclear. One potential problem regarding NVQs is that they are being developed on an industry-wide basis whereas current academic courses and professional institutions are organized along discipline-based lines. Other emerging problems in the development of NVQs include problems related to underpinning knowledge and understanding, defining competence, and determining the role of assessment and assessors in the NVQ system. Single-discipline educational institutions will soon be faced with applications from candidates holding GNVQs and NVQs and must decide how to use them in the admissions process. (MN)

ED 367 839   CE 065 901

Hansen, Janet S., Ed.
Preparing for the Workplace. Charting a Course for Federal Postsecondary Training Policy.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 219p.; Prepared by the Committee on Postsecondary Education and Training for the Workplace.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Change Agents; Educational Change; *Educational Policy; Educational Quality; *Federal Government; Federal Programs; Foreign Countries; *Government Role; Government School Relationship; *Job Training; *Postsecondary Education; Program Effectiveness; Vocational Education

and the Wide Range Achievement Test to help them target and identify low-literate individuals. After citing a number of reasons why it is difficult to recruit low-literate individuals for research, most respondents stated that recruiting was more successful if the research project was linked to individuals' personal goals and if research- and medical/social service-related visits were paired. When asked to evaluate low literacy health communication strategies and materials, most respondents favored formative research and health education strategies that were interactive and had limited objectives. Most respondents favored including health messages in literacy curricula and reported doing so. There was general agreement that health professions need to be aware that many patients are low literate and that they should keep their verbal and written communications simple and clear. The major challenge mentioned in relation to collaborating on health and literacy projects was building a consensus between literacy organizations and health organizations with different agendas and territorial issues. (Appended are the prenotification letter and questionnaire.) (MN)

ED 367 857 CE 065 929

Deaf Literacy Program. Final Section 353 Project Report Summary. Fiscal Year 1992.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.

PUB DATE- 30 Jun 92

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; Adult Literacy; *American Sign Language; Basic Skills; *Bilingual Education; Communication Skills; Deaf Interpreting; *Deafness; Educational Strategies; Information Utilization; Instructional Materials; *Literacy Education; Models; Newsletters; Pretests Posttests; Program Development; *Program Effectiveness; Skill Development

IDENTIFIERS- 353 Project

The Deaf Adult Literacy program was created to meet the educational needs of deaf and hearing-impaired adult learners. The program was structured by an advisory committee of learners and teachers and was based on a model of bilingual education. All instruction was provided in American Sign Language (ASL) by teachers who were themselves deaf-native speakers of ASL. The curriculum emphasized basic academic skills, and its primary objective was to improve deaf adults' skills in using print and print media for purposes of communication and self-expression, gathering information, and accessing community and employment-related resources. During the program, 33 learners made significant progress in their ability to perform basic academic skills as measured by assessment instruments developed at Gallaudet University. Participation rates remained high throughout the program year. The participants produced a newsletter called "The Deaf Connection." The program has received endorsements and support by a broad coalition of community leaders, deaf persons, and providers of services to the adult deaf community. (This document includes a profile of the program, a working paper describing its instructional strategies and materials, a group evaluation, and a copy of the student newsletter.) (MN)

ED 367 858 CE 065 930

differed by the activities and teaching methods used during class. Homework was much more likely to have been assigned during a 5-day period in academic courses; vocational course students were about twice as likely to have used some kind of instrument, tools or equipment, and computers. Large proportions of both groups of teachers planned to include written examinations and quizzes. Vocational teachers were likely to administer a performance test or assess a student's portfolio. The mathematics and science content of most vocational courses was limited. Teachers in both groups reported the leading determinants of students' grades were basic reading skills, completing work on time, creative thinking and problem solving, and self-management skills, although occupational skills were significantly more likely to contribute to a vocational student's grade. (Over one-half of the report consists of 23 tables of estimates and standard errors. The questionnaire is appended.) (YLB)

ED 367 877 CE 065 983

Krause, David; And Others
Can Academia Truly Help Small-Business Owners? Opinion.
PUB DATE- 90
NOTE- 10p.; Small Business Forum, volume 8, number 2, p54-61, Fall 1990 (reprint).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Education; College Role; *Entrepreneurship; Helping Relationship; *Higher Education; Research Utilization; *Role of Education; School Business Relationship; *Small Businesses

Seven small business owners, professors, and leaders answered the question of whether academia can help small business owners. In the opinion of a small business owner, academia offers too much theory and too few real skills. According to the president of the National Federation of Independent Business, academia can play a role in the development of small business, but colleges and universities must first overcome many barriers. From a chief executive officer's point of view, business and academia must form a dynamic alliance; if the premise of universities is to provide pure theory and no specifics, the premise is wrong. The president of the Association of Small Business Development Centers finds that strains exist because small business owners and academics both question the value of the relationship. A professor presents educators' viewpoint: academia can help many entrepreneurs, but there are barriers to a successful working relationship: client-counselor mismatches, antigeneralist bias, and entrepreneurs' ignorance of all available sources of help. According to another professor, if research and insights could be expressed clearly to small business owners and emerging entrepreneurs, a great deal of experience, research, and knowledge could be networked among those interested in improving the competitive edge. The administrator of the Small Business Administration reports that the traditional role of universities has never been more important to small businesses. (YLB)

ED 367 878 CE 065 986

Campion, Michael A.; Thayer, Paul W.
How Do You Design a Job? New Businesses.
PUB DATE- 90

*Education Work Relationship; Employment Potential; Entry Workers; Foreign Countries; *Job Skills; *Publications; *School Business Relationship; Secondary Education; Technological Advancement; Vocational Education; Work Experience Programs

This literature review focuses on the school-to-work transition, especially as it relates to school reform. The dual focus of the review highlights issues surfacing from research and evaluation of theory and practice in the field, as well as review and evaluation of programs that fall under three types of school-to-work transition reform initiatives: programs that integrate work into learning experiences; curricular links between academic and vocational disciplines; and transition, counseling, and information programs. Information for the literature review was gathered in the following ways: searches of the in-house collection of the Academy for Educational Development; direct contact with targeted organizations and individuals, information from databases that abstract books and journal articles; and a review of recent publications, journals, conference programs, and bibliographies. The review is organized in nine sections that cover the following topics: (1) the impact of economic, political, and technological change; (2) core transition components and school reform; (3) workforce readiness; (4) articulation between academic and vocational skills; (5) contextual education; (6) international approaches to the school-to-work transition; (7) apprenticeship in the United States; (8) youth work experience in naturally occurring jobs; and (9) school-business collaboration and partnerships. Each section consists of an introduction that synthesizes the information contained in the 157 annotated entries in the second half of the document. (KC)

ED 367 897 CE 066 087

Fraser, Bryna Shore; And Others
Minor Laws of Major Importance: A Guide to Federal and State Child Labor Laws.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
PUB DATE- Jan 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; *Child Labor; Employer Employee Relationship; *Federal Legislation; High Schools; *Labor Legislation; *Part Time Employment; *State Legislation; *Student Employment

Although at least one-third of U.S. high school students are employed, many parents, employers, and workers are confused or uninformed regarding the mix of federal and state laws that apply to young people in the workplace. This guide is a sourcebook on federal and state legislation that affects workers under the age of 18. It describes exactly what laws apply to specific work situations for employed youth. The guide covers employer responsibilities, employment age certification, age restrictions, occupation restrictions, hour restrictions, and hazardous occupation restrictions covered by federal laws. The guide also summarizes state regulations on wage, occupation, and hour laws for minors and provides a list of telephone numbers of the offices in each state that regulate youth employment. (KC)

ED 367 898 CE 066 088

services is presented, along with more recent research which suggests that African-American men do seek treatment for work-related issues and depression. Many of these issues are related to unconscious conflicts concerning passivity and aggression, and that many African-American men reported racism to be a causative factor in the development of their problems. It is hypothesized that African-American men enter treatment as a result of the impact of a racist society and/or to develop more effective coping mechanisms. This paper explores adaptive coping mechanism utilized by African-American men. The important of understanding the impact of the social, political, and economic environment on developing adaptive coping mechanisms in African-American men is highlighted. Ways to help African-American men develop adaptive coping mechanisms are considered. It is recommended that future research focus on adaptive coping mechanisms used by this population as they have significant implications for the treatment of African-American men. (NB)

ED 367 919 CG 025 261

Wells, Tracey L.
Learned Effectiveness: An Empirical Validation.
PUB DATE- 18 Aug 92
NOTE- 20p.; Paper presented at the American Psychological Association Conference (Washington, DC, Augusut 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; *Construct Validity; *Cultural Influences; *Males; *Self Efficacy
IDENTIFIERS- African Americans; *Learned Effectiveness

All too often when issues arise concerning the "underclass," African Americans, and more specifically African American males are disproportionately represented in that description. Black males have been referred to as endangered in areas of education, economics, health and overall self-efficacy. This data would suggest hopelessness in the black male's ability to overcome the multiple obstacles which an oppressive society have placed before him. However, it may be argued that within the context of oppression there are strengths, within the individual and community, which serve as mediating factors and all the African American male to overcome the obstacles which put him at risk. This has been thought of in contemporary terms as self-efficacy. Though this construct is useful, it is limited in scope. By definition, it involves the capability to organize and integrate cognitive, social and behavioral skills into courses of action to serve innumerable purposes. A more culturally appropriate term to define the mechanism through which the black male copes with oppression may be "learned effectiveness." This construct may be defined as an integration of one's sense of self (self-efficacy and self-esteem), one's orientation to African American culture (racial identity and world view), and one's orientation to dominant culture (perceptions of racism/oppression and acculturation), in the formation of a culturally specific coping mechanism. The purpose of the present study is to conduct preliminary research focused on empirical validation of the construct of learned effectiveness, while contributing to a body of literature on positive copy styles of African Americans. This study seeks to establish construct and criterion validity for learned effectiveness as well as investigate intragroup variability on measures of this construct. (Author) about a best friend (i.e., where the friend is now, age, and sex), and rated the importance of similarity, proximity, familiarity, warmth, sincerity, competence, and physical attractiveness in the friendship. All subjects perceived sincerity, familiarity, and warmth to be more important than similarity, competence, proximity, and attractiveness. Likewise, similarity, competence, and proximity were all judged of equal importance, while similarity and competence were seen as more important than the friend's attractiveness. Freshmen found familiarity to be more important than did seniors, while seniors ranked competence and attractiveness to be more important to a good relationship than did the freshmen. The results suggest that beliefs about the importance of the factors that contribute to liking differ as a function of age. Still in questions, however, is whether the judgments of the importance of these factors to liking are veridical, and whether a friendship's longevity influences a subject's understanding of importance of the factors that contribute to liking. (Author/RJM)

ED 367 940 CG 025 344

Lomax, Crystal M.; And Others
Proxemics in Public: Space Violations as a Function of Dyad Composition.
PUB DATE- Apr 94
NOTE- 10p.; Paper presented at the Meeting of the Southeastern Psychological Association (40th, New Orleans, LA, April 1994). For a related document, see CG 025 343.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; Higher Education; *Personal Space; *Sex Bias; Sex Differences; Status; Student Behavior; Young Adults

A study assessed whether space violations of women occur even when women do not yield their space, and further examined who violated the space of women when it was violated. Two persons of average height and weight (either a male-male, male-female, or female-female combination) were positioned across from each other in a busy hallway such that there was adequate space to go around or between them, and observers noted whether approaching students using the hallway walked around or through the dyad. The proxemic behavior of 1081 persons was observed over a period of four weeks. In general, more people went around the dyads than between the dyads, however, when space violations alone were considered (i.e., those times that people went in between the talking dyad), the results indicated that both men and women were more likely to go through two women rather than a man and a woman or two men. These findings demonstrate that when people violate space the space they violate will be women's (even when women do not explicitly yield their territory), and suggest that women are seen as having a lower status, every by other women. (Author)

ED 367 941 CG 025 345

Listokin, Monica; Relos, Ruth
Results of the Survey of North Carolina's Country Directors of Social Services Concerning Future Service and Training Needs Related to HIV/AIDS.
PUB DATE- Jun 92
NOTE- 22p.
LANGUAGE- English

Vigilante, Alan
Integrating Computer-Aided Instruction for Improving Reading Skills with Juvenile Delinquents.
PUB DATE- Mar 94
NOTE- 194p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Computer Assisted Instruction; *Delinquency; *Delinquent Rehabilitation; Instructional Effectiveness; Reading Attitudes; *Reading Improvement; Reading Research; *Reading Skills; Secondary Education
IDENTIFIERS- Florida; Student Surveys

A practicum encapsulated a reading skills assessment and intervention program utilizing computer-aided instruction and support activities for four 3-week sessions. The primary target population was the 43 juvenile delinquents at a Florida juvenile detention center who completed posttest measures. A total of 280 students participated in the program. The secondary target population was the teaching staff. The practicum problem was the target population's marked deficiencies in reading skills. The secondary population received training to help them understand, plan, and implement the classroom activities. Computer aided pre- and posttest measures were employed to measure the primary target population's gains in reading skills. Pre and poststudy reading attitudinal surveys were used to measure the primary target population's inclinations toward reading and the effect of the program. Secondary target population's objectives included scoring 80% or more on poststudy tests covering the areas of onsite hardware and software and computer-aided assessment and intervention. Results of the primary target population indicated that 76.7% improved their reading skills by 10% and 56.8% improved their attitudes toward reading by 15%. The secondary target population met all the objectives. (Seven tables, 53 appendixes including reading assessment and intervention surveys, a software evaluation form, and computer applications tests are included. Contains 26 references. (Author/RS)

ED 367 961 CS 011 639

Mieux, Donna
Improving Attitudes and Reading Skills of Prospective RSP Students by Using Direct Instruction and Cooperative Learning Techniques in Regular and RSP Classrooms.
PUB DATE- 92
NOTE- 103p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Learning; *Decoding (Reading); Elementary Education; Instructional Effectiveness; Phonics; Reading Attitudes; *Reading Improvement; Reading Research; *Reading Skills; Special Education; *Student Attitudes
IDENTIFIERS- *Pullout Programs

A practicum was designed to intervene and assist borderline elementary school RSP (Resource Specialist Program) students in special education classes and/or through extra assistance within the regular classroom. Borderline RSP students who had been referred to the Student Study Team (SST) for below-grade-level scores and classroom functioning in reading and related

(055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Basic Writing; Cultural Education; Cultural Literacy; Higher Education; Literacy; Rhetorical Theory; Theory Practice Relationship; Writing Difficulties; Writing Processes; Writing Teachers
IDENTIFIERS- *Academic Discourse Communities; *Basic Writers; Literacy as a Social Process

Arranged chronologically, the essays in this book trace the attempts of one writing teacher (Patricia Bizzell) to understand theoretically--and to respond pedagogically--to what happens when students from diverse backgrounds learn to use language in college. Over the 10-year period chronicled in the essays that make up the book, the teacher sees herself primarily as an advocate for students whose social or ethnic backgrounds may have offered them little experience with academic discourse, sometimes called "basic writers." In the last few essays and in the intellectual autobiography written as the introduction to the book, however, the teacher calls her previous work into question on the grounds that her self-appointment as an advocate for basic writers may have been presumptuous. Essays in the book are "Introduction"; "The Ethos of Academic Discourse"; "Thomas Kuhn, Scientism, and English Studies"; "'Inherent' Ideology, 'Universal' History, 'Empirical' Evidence, and 'Context-Free' Writing: Some Problems in E. D. Hirsch's 'The Philosophy of Composition'" (co-authored with Bruce Herzberg); "Cognition, Convention, and Certainty: What We Need to Know about Writing"; "College Composition: Initiation into the Academic Discourse Community"; "Academic Discourse and Critical Consciousness: An Application of Paulo Freire"; "William Perry and Liberal Education"; "What Happens When Basic Writers Come to College?"; "Composing Processes: An Overview"; "Foundationalism and Anti-Foundationalism in Composition Studies"; "What Is a Discourse Community?"; "Arguing about Literacy"; "Beyond Anti-Foundationalism to Rhetorical Authority: Problems Defining Cultural Literacy'"; and Afterword. (RS)

ED 367 980 CS 214 249

Cope, Bill, Ed.; Kalantzis, Mary, Ed.
The Powers of Literacy: A Genre Approach to Teaching Writing.
PUB DATE- 93
NOTE- 297p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Educational Change; Elementary Education; Feminism; Foreign Countries; *Grammar; *Literacy; Social Influences; Student Evaluation; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- Australia (Sydney); *Genre Approach (Writing)

Documenting an educational experiment that began in Sydney, Australia, this book presents essays by theorists and practitioners in the genre literacy movement that describe this approach to literacy instruction in a clear, practical, and accessible way. The book notes that the genre approach to literacy teaching emphasizes content, structure, and sequence in literacy learning, moving beyond traditional literacy pedagogies (which stress formal correctness) and beyond the process pedagogies (which stress "natural" learning through

DESCRIPTORS- Annotated Bibliographies; *College English; English Instruction; Higher Education; *Rhetoric; Scholarship; Student Evaluation; Teaching Methods; *Verbal Communication; *Writing (Composition); *Writing Evaluation; *Writing Research
IDENTIFIERS- English Teachers; Research Synthesis

Focusing on work of interest to college English teachers and researchers, this book offers an annual classified listing of scholarship on written English and its teaching at the college level. The book cites 1,656 articles, books, dissertations, and papers that, with few exceptions, were published during the 1992 calendar year. It furnishes citations to review essays, articles appearing in some 228 journals, monographs and essay collections, Ph.D. dissertations abstracted in "Dissertation Abstracts International" and selected documents and conference materials available through ERIC. The bibliography lists each work only once, but it descriptively annotates all citations, cross-references them when appropriate, and indexes all authors and editors. It includes works that treat written communication, the processes whereby human beings compose and understand written messages, and methods of teaching people to communicate effectively. Listings are in five categories: bibliographies and checklists; theory and research; teacher education, administration, and social roles; curriculum; and testing, measurement, and evaluation. A subject index and name index conclude the volume. (RS)

ED 368 001 CS 508 453

Forrest, Barbara
Back to Basics: The Use of Newspapers and Other Print Media To Teach Analytic Reading, Writing, and Reasoning.
PUB DATE- Aug 93
NOTE- 19p.; Paper presented at the Annual International Conference on Critical Thinking and Educational Reform (13th, Rohnert Park, CA, August 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Reading; *Critical Thinking; *Cultural Literacy; *Current Events; *Editorials; Higher Education; Media Adaptation; Newspapers; Periodicals; Persuasive Discourse; Student Development; Teacher Role; Teaching Methods; *Thinking Skills; Undergraduate Students

Students must be informed about what is going on in the United States and the world. They must be able to understand, analyze, and evaluate what they hear and read. Newspaper and magazine editorials are excellent sources of argument and information for class study. Genuine understanding of written material requires thinking during reading. Generally, American students have little understanding of what they read and lack basic information or cultural literacy. Using newspaper editorials, students learn to identify and reconstruct an argument, and to evaluate it. Some techniques of argument analysis must occur at the didactic stage, through lecture. During the tactical stage, students engage actively in group readings and editorial analyses. In the analytic stage, students begin to apply the intellectual skills and abilities which they eventually will be required to use on their own. In the holistic stage, students have the opportunity to exercise and sharpen their new analytic skills in a realistic way. The exemplary stage offers students the instructor as an example of what is expected of the

21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjunct Faculty; *College Faculty; *Community Colleges; Graduate Study; Higher Education; Part Time Faculty; *Speech Communication; *Teacher Employment; *Teacher Qualifications; *Two Year Colleges
IDENTIFIERS- George Mason University VA; Professional Concerns

Graduate students who want to teach at a community college are neither prepared nor qualified for the job since specialized discipline-based doctorate programs offer graduates little to help them find a job as community college instructors. A significant percentage of the professoriate in higher education is employed in community college education, and community colleges will be hiring many new part-time faculty to fill vacancies caused by retirement. Graduate programs in general, and speech communication programs in particular, have not satisfied the demands of the community college markets: the community college professoriate has been overlooked or dismissed by some colleagues in four-year colleges; community colleges will continue to hire home-grown faculty because graduate institutions have been unresponsive; and community colleges will continue to emphasize instruction as the basis for hiring. Discipline-based graduate programs should allow and encourage students to consider careers as two-year college faculty and to earn credit for field experience, universities should work with community colleges to create faculty exchange programs, and graduate programs should recruit community college faculty in addition to traditional graduate students. In 1988, George Mason University created a doctoral program in community college teaching, but the program is not available for faculty teaching speech communication. (RS)

ED 368 021 CS 508 532

Kruckeberg, Dean
Applying Theory to the Case Study Course.
PUB DATE- 21 Nov 93
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Case Studies; College Seniors; Communication (Thought Transfer); Higher Education; Instructional Effectiveness; *Public Relations; Student Projects; Student Reaction; Textbooks; Theories; *Theory Practice Relationship
IDENTIFIERS- *Case Method (Teaching Technique)

A chronic problem in public relations education is the fragmentation of coursework, particularly as this fragmentation impacts on the application of communication theory. Public relations textbooks presentation of theory is often fragmented and segregated in to "theoretical" chapters and "applied" chapters with little integration between the two. Popular case study books reinforce a formulated problem-solving approach (such as the RACE formula) in examining case studies. Much of the class activity of a public relations cases course, restricted to graduating seniors, involves peer and instructor community are generally positive. Additionally, the community conveys willingness to provide further support through tax increases to improve the quality of education in Arkansas. Data obtained through the phone survey are compared with data on national attitudes toward public schools gathered for the Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes toward Public Schools (1993). Parallel findings between the Arkansas research project and the Phi Delta Kappa poll are identified. Arkansas citizens rank the quality of the Arkansas educational system higher than the nation's schools as a whole. Attached to the survey results is an Arkansas school study council newsletter. (KDP)

ED 368 041 EA 025 653

Schmitt, Donna M.
Integrating New Theory and Practice To Prepare Women for Roles in Educational Administration.
PUB DATE- Feb 94
NOTE- 28p.; Paper prepared for the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Characteristics; *Administrator Education; *Educational Administration; Elementary Secondary Education; Higher Education; *Leadership; *Leadership Training; Sex Fairness; *Women Administrators
IDENTIFIERS- *Eastern Michigan University

There continues to be a great need for highly qualified and committed women to enter leadership positions in education. However, most research that is the basis for coursework in typical educational administration preparation programs has involved primarily male role incumbents in male-dominated organizations. Consequently, the characteristics equated with leadership in this research are masculine. In 1979, the Eastern Michigan University Educational Leadership program introduced a seminar entitled "Women in Leadership" (WIL) to examine how training programs for prospective educational leaders dealt with female leadership behavior. The course was extremely successful and appeared to address needs not previously met. A survey of graduates of WIL was done to determine which of the course objectives were most beneficial for women course participants. All students who took the seminar from fall 1979 through fall 1990, a total of 246 people, were surveyed. Demographic characteristics such as age and years of professional experience were determined. Students found the learning outcomes of the seminar to be positive and beneficial. Students also found the objectives dealing with leadership and personal development to be more beneficial than gender objectives. However, objectives dealing with gender issues were more beneficial than those dealing with network issues. A questionnaire is included. (Contains 27 references.) (JPT)

ED 368 042 EA 025 655

Peca, Kathy
A Collaborative Model of Administrative Internship: Meeting the Needs of the University and Local Districts.
PUB DATE- Feb 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American

43 references.) (JPT)

ED 368 060 EA 025 690

Kahn, Steven P.
Basics of Fidelity Bonding.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Employees; *Government Employees; *Insurance; *Legal Responsibility; *Public Service Occupations; *Risk
IDENTIFIERS- *Fidelity Bonds; *Risk Management

Fidelity bonds are important for an agency to hold to protect itself against any financial loss that can result from dishonest acts by its employees. Three types of fidelity bonds are available to an agency: (1) public official bonds; (2) dishonesty bonds; and (3) faithful performance bonds. Public official bonds are required by state law to be held by certain public officials, such as the city treasurer. Dishonesty bonds offer the public entity protection from loss in the case of any fraudulent or dishonest act by an employee. Faithful performance bonds ensure the agency against an employee's failure to faithfully perform his or her duties. Dishonesty and faithful performance bonds usually have four conditions attached to the policies: discovery period; duties in the event of a loss; subrogation; and cancellation. Historically public official bonds did not have any exclusions; however, recently public official bonds may contain two exclusions--bank failures, and loss resulting from failure to collect taxes. Dishonesty and faithful performance bonds contain numerous exclusions. One example of a dishonesty or faithful bond exclusion is loss caused by an employee whose coverage has been canceled. (KDP)

ED 368 061 EA 025 691

Gabriel, Roy M.; And Others
Developing a Community Profile: A Handbook for Using Pre-Existing Data in Prevention Planning. Second Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 41p.; For first edition, see ED 327 754.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; Community Action; *Community Problems; Community Surveys; *Drug Abuse; Drug Education; Drug Rehabilitation; Elementary Secondary Education; Needs Assessment; *Prevention; *Profiles; *Substance Abuse
IDENTIFIERS- *Indicators

This manual is for citizens working to develop drug prevention programs for their communities using preexisting data and consists of three sections. Part 1 asserts the need to assemble a community profile. The purpose for the data gathering

Community Coalitions To Restructure Schools. ERIC Digest, Number 88.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Involvement; *Community Role; Elementary Secondary Education; Leadership Responsibility; Program Effectiveness; Public Schools; *School Community Relationship; *School Restructuring
IDENTIFIERS- ERIC Digests

Coalition building and school restructuring unfortunately do not always occur together. But the two forces can complement each other and combine their resources and strengths. Coalitions are organizations or groups of individuals who share a commitment to a particular issue. Although coalitions involved in school restructuring may in the long run save school districts' resources, initially they require great investments of time and energy. Coalitions can also create friction in school systems where educators or administrators are not prepared for outside input or to share power. Coalition building for school leaders requires reaching out to the community, getting involved in community activities, and recognizing school leaders as community leaders. Coalition builders are often driven by altruism and self-interest and should be prepared to identify specific measures they propose to assist in school restructuring. Maintaining a coalition requires early participation, local solutions, and effective communication. (Contains nine references.) (JPT)

ED 368 081 EA 025 746

Lightner, Stan; Harris, Edward L.
Legal Aspects of Youth Apprenticeships: What You Should Know.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Apprenticeships; *Legal Problems; *Legal Responsibility; Public Schools; Secondary Education; Vocational Education; *Workers Compensation; Work Experience Programs

The increase in apprenticeships and on-the-job experiences at schools and vocational institutions has increased school administrators' and employers' legal responsibilities. One major legal concern is responsibility for student injury at the training site. While all states have workers' compensation laws, states have varying laws concerning minors. Federal laws may also apply to minors and workers' compensation. Other factors may influence the applicability of workers' compensation laws. If a minor is illegally hired, workers' compensation laws may not apply and the employer may be held liable for injuries. Another contractual question is whether an apprentice is a paid employee or a student learner. If apprentices are paid, they are most likely legally defined as employees and are eligible for benefits, with some exceptions.

indicate that, for gifted and intellectually bright non-Caucasians, risk is associated with, and may serve to strengthen, a greater internal locus of control. Results support the use of locus of control as an alternative in identifying gifted traditionally underrepresented groups such as African-Americans and Latino/Hispanics. (DB)

ED 368 101 EC 302 846

Johnson, Nancy E.; And Others
Understanding Gifted Underachievers in an Ethnically Diverse Population.
PUB DATE- 94
NOTE- 23p.; In: Saccuzzo, Dennis P.; And Others. Identifying Underrepresented Disadvantaged Gifted and Talented Children: A Multifaceted Approach. (Volumes 1 and 2); see EC 302 840.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Elementary Secondary Education; Ethnic Groups; *Gifted; High Achievement; *Intelligence Quotient; *Knowledge Level; Performance Tests; Sex Differences; *Student Characteristics; Student Motivation; *Underachievement; Verbal Ability
IDENTIFIERS- Discrepancy Analysis; Wechsler Intelligence Scale for Children (Revised)

Gifted underachievers (n=108) were compared to gifted high achievers (n=96). All children had Wechsler Intelligence Scale for Children - Revised (WISC-R) IQ scores of 130 or greater, but underachievers were performing at or below the 50th percentile in at least one major area of achievement, whereas high achievers were at the 96th percentile or greater in three areas of achievement: language, math, and reading. Results of analysis of variance of achievement level X WISC-R subtests revealed significant differences in scores on four verbal subtests: Information, Similarities, Vocabulary, and Comprehension. High achievers had significantly higher verbal, but not performance, IQ scores than underachievers. However, comparison of the verbal IQ-performance IQ discrepancy distributions for the two groups revealed no significant differences, negating the idea that a large verbal/performance IQ discrepancy can be used as an indicator of risk for low achievement in gifted children. Analysis of gender, ethnicity, and risk revealed a greater concentration of non-Caucasian males with at least two risk factors in the underachieving group. Present findings are consistent with earlier findings concerning the importance and discriminating power of the Information subtest in distinguishing high versus underachievers. The findings indicate that gifted underachievers are not as motivated or interested in acquiring traditional factual information as high achievers. (Contains 242 references.) (DB)

ED 368 102 EC 302 856

Lyon, G. Reid, Ed.
Frames of Reference for the Assessment of Learning Disabilities: New Views on Measurement Issues.
PUB DATE- 94
NOTE- 650p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Attention Control; Attention Deficit Disorders;

and peer interaction observations, results of parent and support staff interviews or surveys, and the program's monthly updates. (DB)

ED 368 119 EC 302 874

Hainsworth, Peter K.
Beacon Outreach Program. Final Report 1990-1993.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 31 Dec 93
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Students; Curriculum Development; Day Care Centers; Demonstration Programs; *Disabilities; Early Childhood Education; *Early Intervention; Ethnic Groups; Inservice Education; Limited English Speaking; Minority Groups; Non English Speaking; *Outreach Programs; Parent Participation; *Screening Tests; Staff Development
IDENTIFIERS- *BEACON Model; Early Identification; *ERIN Curriculum; Preschool Screening System; Project Head Start

This 3-year project provided support services to 16 sites (in 8 states) which implemented the BEACON model (Bilingual Early Assessment and Curriculum Outreach Network) to screen, evaluate, and serve young (ages 2-8) bilingual children with disabilities and their families. Major components of the BEACON model are: (1) bilingual children with disabilities in mainstream and special classrooms are screened using the Preschool Screening System (PSS); (2) follow-up classroom and/or home programs are provided using the ERIN (Early Recognition Intervention Network) curriculum adapted for bilingual children generally and for each language group specifically; and (3) family involvement is stressed. The project assisted a range of agencies including public school mainstream, special, and bilingual classrooms; Head Start; and day care programs. Local, regional, and national training was provided to site staffs. Among project achievements were: screening of over 1,900 children and services provided to over 300 children and families; model demonstration by local sites and dissemination at national conferences; adaptation of the PSS into 42 languages; and preparation of a guide for adapting the ERIN curriculum for this population. Evaluation indicated that participating children had an average increase of 8.41 months in developmental age over that otherwise expected. Extensive appendices include the ERIN Information Processing Framework, a BEACON brochure, an ERIN evaluation summary sheet, and a guide to using PSS online. (DB)

ED 368 120 EC 302 875

Pfeiffer, Linda Jo
Promoting Social Competency in Attention Deficit Hyperactivity Disordered Elementary-Aged Children.
PUB DATE- 6 Jan 94
NOTE- 92p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Art Therapy; *Attention Deficit Disorders; Behavior Disorders; Elementary Education; Elementary School Students; *Emotional Disturbances; Freehand Drawing; Generalization;

Westerman, W. Scott, Jr.
College/University Choices Kansas National Merit Semifinalists: The Class of 1993. Policy Analysis Paper No. 2.
PUB DATE- Nov 93
NOTE- 19p.; For Policy Analysis Paper No. 1, see EC 302 571.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academically Gifted; College Admission; *College Attendance; College Bound Students; *College Choice; College Students; *Enrollment; *Enrollment Trends; Higher Education; Merit Scholarships; Private Colleges; Public Colleges; Sex Differences
IDENTIFIERS- *Kansas; *National Merit Scholarship Program

This study of 1993 Kansas National Merit Semifinalists (NMSFs) examines which colleges/universities students are attending during the fall of 1993 and provides related data concerning the chosen institutions. Information was gathered from 67 high schools concerning enrollments for 159 of the 169 NMSFs in the Kansas class of 1993. Data were compared to data from a previous study which determined students' university preferences. Results revealed that 32 percent of those who had expressed preferences actually enrolled in institutions which were not among their three earlier choices. A total of 37.5 percent of NMSFs enrolled in Kansas institutions, a slight reduction from the 38.1 percent who had listed Kansas colleges/universities among their preferences. The 159 NMSFs are enrolled in 68 different colleges and universities. Eleven institutions account for over half of the NMSFs. Forty-two percent of males chose Kansas institutions in contrast to 32 percent of females. Public colleges/universities were chosen by a majority of the NMSFs. Females chose private and religious institutions more frequently than did males. Of the 103 NMSFs who had earlier listed college/university preferences, 37.9 percent actually enrolled in their first choice schools, 18.4 percent in their second choices, and 11.7 percent in their third choices. (JDD)

ED 368 139 EC 302 897

Huntington, Gail S.; Langmeyer, David B.
Respite Care and Crisis Nursery 1992 Annual Program Survey: For Services Provided during 1991. Data Collection, Analysis and Report.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.; North Carolina State Div. of Mental Health, Raleigh. Mental Retardation and Substance Abuse Services.
PUB DATE- 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Abuse; Child Neglect; Child Welfare; Chronic Illness; Data Collection; Delivery Systems; *Disabilities; *Federal Programs; Fees; Intervention; National Surveys; Referral; *Respite Care; Social Services; *Special Health Problems; Substance Abuse; Terminal Illness
IDENTIFIERS- *Crisis Child Care; Service Utilization; *Temporary Child Care

This annual survey of respite care and crisis nursery programs funded by the Children's Bureau of the Administration for

Haines, Maryellen; And Others
Cross-Cultural Communication: A National Resource Guide.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 92
NOTE- 495p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Audiovisual Aids; Cross Cultural Studies; *Cross Cultural Training; *Cultural Pluralism; Elementary Secondary Education; Foreign Countries; *Information Sources; *Intercultural Communication; Research Projects; Scholarly Journals
IDENTIFIERS- *Australia

The resource guide, designed for Australian educators in need of information about or skills in cross-cultural communication, lists print and audiovisual materials, personnel, and current projects in intercultural communication. Its contents were gathered by database search, survey, and interview. Introductory chapters describe the guide's construction and content, provide a subject index, and give an overview of cross-cultural communication issues in education. Subsequent sections contain citations of relevant texts (books, book chapters, journal articles, conference proceedings, individual conference reports, bibliographies, catalogs, directories, guides, handbooks, kits, manuals, papers and reports, and simulations and training packages), journals (Australian and overseas), and audiovisual resources (catalogs). The guide also lists and describes current cross-cultural communication projects in Australia, lists the names and addresses of individuals in a human resources network throughout Australia, and lists relevant databases and organizations. Appended materials include a list of abbreviations and acronyms, a description of the approach and methodology used in constructing the guide, author and title indexes, and sheets for readers to use in submitting updated information. (MSE)

ED 368 159 FL 021 640

Coyne, Minerva Rivero
Multifunctional Resource Center for Bilingual Education, University of Wisconsin-Madison. Annual Report, October 1, 1992-September 30, 1993 (Contract Year 1).
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 14 Sep 93
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; *Bilingual Education; Educational Technology; Elementary Secondary Education; *English (Second Language); Federal Programs; *Limited English Speaking; Paraprofessional School Personnel; Program Descriptions; Regional Programs; School Personnel; Teacher Aides; *Teacher Education; *Technical Assistance
IDENTIFIERS- Iowa; Michigan; Minnesota; North Dakota; South Dakota; Wisconsin

The Multifunctional Resource Center for Bilingual Education at the University of Wisconsin, Madison is a federally funded program of training and technical assistance to schools, learn the language of the law, with its distinctive archaisms, jargon, and often complicated syntax. A study of students who failed the final examination in an introductory commercial law course conducted in English, which identified specific problems encountered by both native speakers and English learners, is reported. This genre of academic English is then examined, with special attention given to legal problem-style questions. Linguistic features of legal language that are discussed include schematic structure, cohesion, reference, conjunction, lexical cohesion, thematic progression, transitivity, nominal groups, and the mixture of both narrative and expository features. A program of supportive instruction for second-language learners in such courses, used in an Australian university, is described. Student survey results, the survey form, and notes on schematic structure are appended. (Contains 38 references.) (MSE)

ED 368 178 FL 021 892

Einwaechter, Nelson Frederick, Jr.
Peer Observation: A Pilot Study.
PUB DATE- Oct 92
NOTE- 43p.; Master's Thesis, School for International Training.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *College Faculty; Foreign Countries; *Language Teachers; *Peer Evaluation; *Peer Relationship; Program Descriptions; *Program Effectiveness; Questionnaires; Teacher Effectiveness; Teaching Styles; Two Year Colleges
IDENTIFIERS- *Hiroshima College of Foreign Languages (Japan)

This thesis describes a peer observation program implemented among American and Japanese teachers in the English Department of Hiroshima College of Foreign Languages, a two-year vocational college in Hiroshima, Japan. Each participant functioned as both an observer and observee, while pre- and post-observation meetings were held between the observer and observee. Both then completed a questionnaire about the peer observation process. The project met the anticipated goals of making teachers aware of the need and usefulness of peer observation, that positive things were happening in the classroom, and that they could rely on other teachers for support, encouragement, and feedback. The pilot study demonstrated that peer observations were worth implementing because: (1) teachers gained valuable insights into aspects of their teaching; (2) observers learned from their colleagues' teaching; (3) teachers worked together instead of in isolation; (4) teachers became more involved in preparing for class; (5) students were more attentive in class; and (6) the results from peer observations helped teachers decide how to improve their teaching effectiveness. (MDM)

ED 368 179 FL 021 903

Littlewood, William
Cognitive Principles Underlying Task-Centred Foreign Language Learning.
PUB DATE- Dec 92
NOTE- 19p.; In: Bird, N. Ed.; And Others. Language and Content. Selected Papers from ILE International Conference (8th, Hong Kong, December 15-18, 1992); p39-55.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Bilingualism; Case Studies; Child Language; Children; Code Switching (Language); English; Grammar; *Language Acquisition; Language Dominance; *Language Patterns; *Language Proficiency; *Language Role; Language Styles; Linguistic Borrowing; Longitudinal Studies; Phonology; Second Language Learning; Socialization; Sociocultural Patterns; Sociolinguistics; Spanish; Syntax; Vocabulary Development

An ongoing longitudinal study, 15 years old at the time of publication, is reported. It is a sociolinguistic, developmental study of the acquisition of two languages, Spanish and English, by a boy from birth, with data drawn from direct observation and occasional tape recordings of speech. An introductory chapter outlines the objectives and method of the study. The second chapter reviews relevant literature on simultaneous dual language acquisition, the nature of bilingualism, and language within a social context. Chapter 3 describes the subject and his environment, parents and other caregivers, and language contact and exposure patterns. In the fourth chapter, sociolinguistic aspects of language acquisition are examined, including language differentiation and bilingual behavior, social variables in language choice, the relationship of language and socialization, and language usage and styles. A linguistic profile of the child follows, with both general comments and more detailed notes on patterns of phonological development and mixing, lexical development and borrowing, emerging grammar and syntactic borrowing, and measures of proficiency used. The final chapter offers a summary and conclusions. Appended materials include notes of phonetic transcription and excerpts from the diary of the child's speech kept by the researcher. Contains over 100 references. (MSE)

ED 368 200 FL 021 981

Integrating Mathematics, Science and Language: An Instructional Program. Volume 1, Grades K-1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 405p.; For volume 2, see FL 021 982.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *English (Second Language); Grade 1; *Interdisciplinary Approach; Kindergarten; Mathematics Curriculum; *Mathematics Instruction; Primary Education; Science Curriculum; *Science Instruction; Second Language Instruction; *Spanish Speaking

The curriculum and resource guide is designed to help elementary school teachers organize their classroom and instructional activities to increase achievement of pupils whose first language is Spanish. The guide offers a curriculum plan, instructional strategies and activities, suggested teacher and student materials, and assessment procedures focusing on acquisition of higher-order thinking skills, integration of science and mathematics concepts, acquisition of content knowledge, and language skill development. Motivational strategies compatible with the pupils' own social and cultural environment are incorporated into the materials. This, the first of two volumes, contains six instructional units, three for kindergarten and three for grade 1. Each unit contains 7-10 lessons. The 3 kindergarten unit topics are: the 5 senses;

(Adjunct ERIC Clearinghouse on Literacy Education)

ED 368 220 FL 800 732

Grasso, Rena; Vallone, Kerren
The Language Improvement Partnership Program.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; Course Descriptions; Curriculum Design; *Hospitality Occupations; *Hotels; *Housekeepers; Limited English Speaking; *Literacy Education; Program Descriptions; *Vocational English (Second Language)
IDENTIFIERS- *Workplace Literacy

Two English-as-a-Second-Language (ESL) curricula for hotel employees are outlined. The first is limited-English-proficient (LEP) housekeeping staff. It contains notes on initial background and needs assessment, assessment results, course logistics and project design, course content, evaluation, and results. The 60-hour beginning-level curriculum consists of basic grammatical structures, a list of areas for language improvement for this audience (communicating personal information/greetings, understanding work schedules, responding to requests, servicing guest rooms, reporting problems/repair needs, following job-related instructions, discussing work progress, reporting lateness/absence, reporting/preventing accidents, giving directions to a location, and performance evaluation), and suggested areas for vocabulary development (hotel-specific and life skills). The second curriculum is intended for LEP housekeepers and kitchen and restaurant staff, most with some previous ESL instruction. Some information on course audience and logistics is offered, and 12 instructional units are outlined. Unit topics include personal identification and introductions, job tasks, interacting with co-workers, communicating with supervisors, work attitudes and rules, salary, benefits, safety, Total Quality Management, company job referral incentives, gender and work, and sexual harassment. For each unit, targeted language competencies, grammar focus, and a problem-posing situation are described. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 368 221 FL 800 742

Nishio, Yvonne Wong
ESL Literacy. Student Book; Teacher's Resource Book.
PUB DATE- 91
NOTE- 447p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Alphabets; Audiovisual Aids; Communication Skills; Course Content; Curriculum Design; *Daily Living Skills; Employment; *English (Second Language); Family (Sociological Unit); Food; Health; *Interpersonal Communication; Introductory Courses; *Literacy Education; Monetary Systems; Numbers; Skill Development; Teaching Guides;

international courses and pedagogy. Another international course was then added, International Business, which became required in 1991. Three current developments include: (1) consideration of changing the International Business course into an International Economics course; (2) strategic planning, with continued effort in international business; and (3) consideration of a foreign language requirement. (JDD)

ED 368 241 HE 027 253

Planning for Recovery. Proceedings of the Society for College and University Planning: Mid-Atlantic Region Annual Conference (Baltimore, Maryland, April 14-16, 1993).
PUB DATE- 16 Apr 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Campus Planning; *College Administration; *College Planning; Community Colleges; Community Development; Facility Planning; Higher Education; Intercollegiate Cooperation; Long Range Planning; Research Administration; School Community Relationship; Student Personnel Services; Total Quality Management; Urban Planning
IDENTIFIERS- *United States (Mid Atlantic States); University of Delaware; Voice Mail

This conference proceedings contains an abbreviated conference program schedule, session abstracts, the plenary address and four selected papers addressing planning issues for institutions of higher education, and a final panel discussion. Abstracts are provided for all 17 sessions. The plenary session was given by Stephen J. Tractenberg, the president of George Washington University, and titled, "Quality Management--How Do You Make It Total?" The four additional papers presented in full are: "An Innovative Approach to Student Services" (David E. Hollowell from the University of Delaware); "University Impact on Community Development" (George Hampton and David Higham from the University of Medicine and Dentistry of New Jersey); "'The Open Institution' Redefining the Physical Plan for Community Colleges of the Next Generation" (Karen Anne Boyd and Raymond C. Bordwell); "Voice Processing in the University Setting" (Eric V. Ottervik from Adelphi University). The final selection presents a panel discussion moderated by John Rivers on "Creating a Quality Research Environment During a Time of Reduced Project Budgets." (JB)

ED 368 242 HE 027 254

Haynes, Ray; And Others
Team-Based Programs: The EMP. An Industry/University Partnership-The Educational Model for the 21st Century.
PUB DATE- 16 Feb 94
NOTE- 6p.; Paper presented at the International Quality & Productivity Center National Conference (4th, San Francisco, CA, February 15-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Engineering Education; Experiential Learning; *Graduate Study; Higher Education; Intercollegiate Cooperation; Masters Degrees; *Partnerships in Education; Program Descriptions; *School

and Writing Class'" (Lorene Barin) discusses why numeracy and literacy should be taught, what is being taught in numeracy, when numeracy and literacy should be taught, and how to teach numeracy. "The Upside-Down Approach to Helping Adults with Spelling Difficulties" (Pam Moore) offers 10 strategies and suggestions for writing activities. "Economic Rationalism and Its Implications for Adult Education in Australia" (Rita Brademan) challenges the reader to investigate inherent contradictions in present policy directions. "'Every Which Way But...!' The Stereotyping and the Reality of Clients, Teachers, and Education in a Correction Centre" (Rosemary McDonald, Michael O'Hara) addresses the practical issues of how to deal with incarcerated students. "Negotiating within the Curriculum" (Christine Bolton) looks at one way curriculum has been negotiated within the Certificate of Adult Basic Education course. "The Right to Literacy: The Role of the Public Library" (Margaret Whittaker) chronicles developments within public libraries. "Pre-Release Basic Education Program for Aboriginal Prisoners" (Kinga Macpherson) describes the development, implementation, and evaluation of a program that addresses issues relating to the needs of Aborigines upon their release from jail. (YLB)

ED 367 782 CE 065 726

Literacy Materials Bulletin 1-2.
SPONS. AGENCY- British Columbia Ministry of Advanced Education, Training and Technology, Victoria.; National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 90
NOTE- 146p.; For related issues, see CE 065 727-729.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Annotated Bibliographies; English (Second Language); Fiction; Foreign Countries; Functional Literacy; High Interest Low Vocabulary Books; *Instructional Materials; *Literacy Education; Mathematics; Nonfiction; *Reading Instruction; *Reading Materials; *Teaching Guides; Word Problems (Mathematics)
IDENTIFIERS- *Canada

These bulletins contain reviews of a total of 86 publications recommended for use in adult literacy programs. The materials reviewed have all been determined to meet the following requirements: currently in print; adult oriented and interesting to learners; free of age, sex, and racial bias; appropriate to the reading level of beginning readers; designed to encourage meaningful discussion and critical thinking; up to date and easy to use; and successful with learners. Each review includes the following: the publication's title, author, publisher, availability, and recommended level; the name/position of the individuals who recommended and reviewed the book; and a review covering topics such as special features of the publication, its strengths and weaknesses, suggestions for using it with literacy students, its reception by adult literacy students/teachers during field tests, and cost and ordering information. Included among the publications reviewed are the following: personal stories written for adults who are beginning to read English; stories in seven popular fiction genres; a nutrition guide; a guide for literacy tutors; high-interest low-vocabulary stories about popular culture; a structured reading, writing, and reasoning skills program, a management of vocational-technical laboratory and shop programs; and practicum in vocational counseling. Other activities were as follows: completion of transcript analysis and deficiency plans for vocational guidance/counseling program personnel; recommendation of personnel seeking certification; and provision of instruction and handout material to vocational guidance/counseling program personnel to assist them in meeting needs of special needs students. As result of the project, vocational guidance/counseling personnel who completed the required courses gained an increased awareness and understanding of competencies necessary to plan and implement a quality program. (Appendixes include a sample course evaluation form, student comments, and descriptions of required courses.) (YLB)

ED 367 801 CE 065 817

Reder, Stephen
NALS Raises Vital Equity Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Blacks; Economic Factors; Educational Attainment; *Educational Status Comparison; *Equal Education; *Functional Literacy; *Literacy Education; National Surveys; *Numeracy
IDENTIFIERS- *National Adult Literacy Survey (NCES)

The National Adult LIteracy Survey was a nationwide survey of a random sample of approximately 26,000 adults. The survey collected information about individuals' social, economic, and educational histories and their literacy activities. Their functional literacy was also assessed using simulated functional or real-world tasks designed to determine the ability to process information in prose, document, and quantitative tasks. Findings included the following: (1) nearly half of those surveyed were found to perform at the two lowest levels of reading proficiency; (2) literacy proficiencies were found to be closely correlated to such indicators as wages, earnings, and poverty status; (3) 75-80% of Black adults were at the two lowest levels, compared to 38-43% of White adults; (4) at constant levels of education, Whites earn significantly more than Blacks; and (5) after taking educational attainment into account, wages and earnings are positively related to functional literacy. In other words, the study concluded that there is no difference between Blacks and Whites when both education and literacy are equated. Findings suggest the importance of the following: a broadened approach to educational equity, especially functional literacy; access to literacy learning in all contexts; and incorporation of these concerns into the new standards movement. (SK)

ED 367 802 CE 065 818

Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas Planning Meeting (Tokyo, Japan, March 4-5, 1991). Report.
PUB DATE- 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

information about the math skills listed in the second column of each matrix. (MN)

ED 367 821 CE 065 869

Health Care Assistant. Instructor Guide. Revised.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Aug 93
NOTE- 1,266p.
LANGUAGE- English
EDRS Price- MF10 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aging (Individuals); Anatomy; Competency Based Education; Educational Resources; Lesson Plans; *Medical Assistants; *Medical Services; *Nurses Aides; *Nursing Education; *Nursing Homes; Physiology; Postsecondary Education; Teaching Guides; Teaching Methods; Units of Study

This instructor's guide contains 65 lessons designed to aid teachers in presenting a course in basic nursing procedures for students studying for careers as health care assistants. Lesson plans consist of a scope, objectives, suggested supplementary teaching and learning items; references, an introduction, a lesson outline, handouts, evaluation and test items, and answers to test items. The units are organized in 16 units that cover the following topics: interpersonal relationships and the health care team; using communication and observation skills; safety; concepts of microbiology; concepts of the body as a whole; the skin and its appendages; the digestive system; the musculoskeletal system; the cardiovascular system; the respiratory system; the nervous system; the sensory system; the endocrine system; the urinary system; the reproductive system; and understanding the elderly. The guide also contains a resource section listing 43 books, newsletters, and pamphlets and 9 agencies and audiovisual resources; and a glossary containing approximately 600 terms.

ED 367 822 CE 065 870

Skills for Health Care Assistants. Supplemental Units for Health Care and Nurse Assistants Programs. Student Guide. Revised.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Oct 93
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Attitudes; *Employment Potential; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; *Medical Assistants; *Medical Services; *Nurses Aides; *Nursing Education; Nursing Homes; Postsecondary Education; Units of Study

This guide contains 13 units to be used as a supplement in nurse assistant and health services courses. The units are self-paced and contain simplified line drawings, controlled text, vocabulary development, and mathematics practice exercises. Units consist of objectives, an introduction, a content outline, steps of a procedure, skill sheets, written evaluations, reviews, and practical evaluations. The units

This book reports on a project that addressed the question of what the federal government's role in postsecondary education ought to be. An executive summary concludes that federal policy should have three major objectives: fostering high-quality training, improving existing federal programs, and encouraging systemic reform. Chapter 1 is an introduction. Chapter 2 describes how postsecondary training is provided in the United States and the kinds of postsecondary training current federal programs were designed to support. Chapter 3 examines how well postsecondary training is being carried out and presents evidence that this system does not operate well. Chapter 4 describes several key features of training in four other countries: Australia, Britain, Germany, and Japan. Chapter 5 presents the general conclusions about whether a change in the federal approach to postsecondary training is needed. It discusses these issues: (1) if change is needed, what kinds of activities are most appropriately taken at the federal level; and (2) how can the federal government most effectively exercise its influence, given the limits on national policy in a system largely determined by state and local officials and private firms. Chapters 6-8 presents specific views on desirable changes in federal policies and programs--fostering high quality training, improving federal programs, and becoming an agent of change. Appendixes contain 221 references and an index. (YLB)

ED 367 840 CE 065 903

Multiple Employment Training Programs. Conflicting Requirements Hamper Delivery of Services. Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- Jan 94
NOTE- 37p.; For a related document, see CE 066 088.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Conflict; Coordination; *Delivery Systems; Dislocated Workers; Economically Disadvantaged; *Eligibility; *Federal Programs; Financial Support; *Job Training; Older Adults; Operations Research; *Program Implementation; Public Policy; Tables (Data); Young Adults
IDENTIFIERS- Job Training Partnership Act 1982

The General Accounting Office reviewed the eligibility requirements and annual operating cycles of 38 programs providing employment training (ET) assistance to economically disadvantaged, older, younger, and dislocated workers at a cost of $8.1 billion. The review confirmed that conflicting eligibility requirements and differences in annual operating cycles are hampering the ability of programs to provide participants with needed services. Recommendations called for standardizing all terms related to income definitions, standardizing the term "job loss," and developing standard income- and age-related eligibility criteria so as to facilitate coordination among agencies and between the different levels of government. (Appendixes constituting over 80% of this document include the following: a list of federal ET programs and their proposed FY94 funding levels by agency, statistics regarding the four target groups included in the analysis, eligibility standards for economically disadvantaged persons, age requirements in older worker programs, lower and upper age limits for youth programs, definitions of job loss among dislocated worker programs, programs' annual operating

Project Upgrade. Working with Adults Who Have Learning Disabilities.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 88
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adaptive Behavior (of Disabled); Adult Basic Education; *Adult Learning; *Adult Programs; Adult Students; Annotated Bibliographies; Change Strategies; *Classroom Techniques; Cognitive Style; Community Colleges; Demonstration Programs; Diagnostic Tests; Educational Change; *Educational Diagnosis; Employment Services; Guidelines; Intervention; *Learning Disabilities; Learning Theories; Program Administration; Psychological Characteristics; *Regular and Special Education Relationship; Remedial Instruction; Social Adjustment; Student Evaluation; Teaching Methods; Two Year Colleges; Vocational Rehabilitation
IDENTIFIERS- 310 Project

This document is designed to help adult educators understand and meet the needs of adults with learning disabilities (ALDs). A research-substantiated rationale for remedial instruction for ALDs is presented in the introduction. Selected terms are defined, and common characteristics of ALDs are examined. Basic assumptions regarding adult learning and intervention and psychosocial adjustment problems encountered by many ALDs are discussed. Presented next are a five-step procedure for diagnosing learning disabilities in adults and a 20-item annotated bibliography of diagnostic tests. Learning styles, teaching methods, and remediation techniques are explained, and 64 recommended classroom techniques are listed. Outlined next are guidelines for educational program management, strategies for teaching ALDs in community college settings, and employment and vocational rehabilitation services for ALDs. Educational implications of research on ALDs and recommendations for the future are set forth. A list of 16 publishers and their adult education-related products, the questionnaire and results of a 1987 survey to determine the educational/training level of Kansas ABE instructors in the area of adult learning disabilities, a student interview form, a diagnostic tutoring summary, and student record/language experience forms are included. (Contains 77 references.) (MN)

ED 367 859 CE 065 933

Ideas That Work for ABE. Activities and Resources for Competency-Based Adult Basic Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 170p.; Prepared by the Oregon CBE Curriculum Committee.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Classroom Techniques; Cognitive Style; Community Resources; Competency Based Education; Consumer Economics; *Educational Resources; Health Activities; Interpersonal Competence; Law Related Education; *Learning Activities; Lesson Plans; Mathematics Instruction; Occupational Information; *Teaching Methods; Writing Instruction

NOTE- 8p.; Small Business Forum, volume 8, number 2, p23-27, Fall 1990 (reprint).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Employment Problems; Human Factors Engineering; Job Analysis; *Job Development; *Organizational Development

A literature review and two major studies discovered four approaches to job design, each geared toward different sets of outcomes for individual employees and organizations. The motivational approach tries to design jobs to provide the worker with autonomy and the opportunity to make decisions about how or in what order tasks are done. The mechanistic approach is based on the assumption that the work should be broken down into highly specialized jobs, tasks simplified, a minimum of idle time obtained, and repetition should be used to benefit from practice. The human factors approach designs the job to limit the amount of information to which the worker must pay attention or remember. The goal of the biological approach is to reduce the physical demands of work and the resulting discomforts and injuries. All of the approaches have advantages and drawbacks. Although each approach can help make a job better, all contain unintended consequences that advocates tend to ignore. For example, too liberal an application of the motivational approach can increase the mental demands of the job and increase training time and make it more difficult to find qualified employees. The mechanistic approach may lead to less interesting, satisfying, and rewarding jobs. The human factors approach may unintentionally decrease mental demands to the point of boredom. A drawback of the biological and human factors approaches is the financial cost. (Recommendations for further reading are made.) (YLB)

ED 367 879 CE 065 987

Axtell, Roger E.
International Trade: A Small Business Primer. Growing Businesses.
PUB DATE- 92
NOTE- 19p.; Small Business Forum, volume 10, number 1, p47-62, spring 1992 (reprint).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Business; Business Administration; Business Education; Economics; *Entrepreneurship; Government Role; *Information Services; Information Sources; International Relations; *International Trade; Marketing; Public Agencies; *Small Businesses

The United States' declining share of world trade is connected with the fact that hundreds of thousands of medium- and small-sized businesses are ignoring trade and exports. The cure for their fear of the unknown is information and education. Exports have a number of advantages: increased profits, spread of overhead costs, smooth seasonal fluctuations, increased productivity and competitiveness, tax advantages, and extended product life cycles. In many ways, international trade is not different than expanding into a new region of the United States. It is different in some ways: new needs and tastes; different forms of distribution duties, quotas, licenses; more

Morra, Linda G.
Multiple Employment Training Programs. Conflicting Requirements Underscore Need for Change. Testimony before the Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- 10 Mar 94
NOTE- 33p.; For a related document, see CE 065 903.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Change; Agency Cooperation; Cooperative Programs; Coordination; Eligibility; *Employment Programs; Federal Government; *Federal Programs; *Job Training; *Organizational Change; Organizational Effectiveness; Public Agencies

At least 154 programs administered by 14 federal departments and agencies provide about $25 billion in employment training assistance. Faced with stiff global competition, corporate restructuring, and continuing federal budget constraints, the federal government can no longer afford to invest in a system that may waste resources and may not help people better compete for jobs. Despite decades of efforts to improve coordination of employment training program, conflicting eligibility requirements and differences in annual operating cycles are hampering the ability of programs to provide participants with needed services. Six different standards for defining "low income," five definitions of family or household, and five definitions of what is included in income make determining who is "economically disadvantaged" a complex process. Similarly, differences in age criteria for older worker and youth programs turn coordination into a jigsaw puzzle. Collectively, the current array of programs confuses and frustrates clients and program administrators, hampers the delivery of services tailored to clients' needs, and adds unnecessary administrative costs. Further, some programs do not have adequate tracking systems to know whether participants obtain jobs. A major structural overhaul is needed to create a customer-driven system that embodies four guiding principles: simplicity, tailored services, administrative efficiency, and accountability. (Twelve tables and charts that provide additional information are appended.) (YLB)

ED 367 899 CE 066 091

Manly, Donna
Workplace Education Evaluation Checklist: A Tool for Assessing and Improving Performance.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.; Wisconsin State Board of Vocational, Technical and Adult Education, Madison. Wisconsin Technical Coll. System.
PUB DATE- Jan 94
NOTE- 37p.; For related documents, see ED 334 442-443, ED 361 535, and CE 066 092.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Check Lists; *Evaluation Criteria; Evaluation Methods; High School Equivalency Programs; Literacy Education; Postsecondary Education; *Program Evaluation; *Program Improvement; *Standards
IDENTIFIERS- Wisconsin; *Workplace Literacy

This checklist was developed to be used for evaluating and

ED 367 920 CG 025 262

Boley, Ellen
Restructuring: School Counselors Can Make a Difference.
PUB DATE- 22 Feb 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counselor Role; *Educational Change; Elementary School Students; Elementary Secondary Education; Intervention; Prevention; *School Counselors; *School Restructuring; Secondary School Students; *Student Problems

Although there have been technological and structural advances in the schools within the past 10 years, the social environment for young people has severely deteriorated. Teenage pregnancy, guns in schools, illegal drugs, homelessness, suicide, Acquired Immune Deficiency Syndrome, and unemployment are some of the negative mental and physical conditions that plague today's students. Consequently, more recent restructuring models have proposed the creation of a learning environment which emphasizes both cognitive and affective development. The opportunity for active involvement by school counselors in the current restructuring endeavor is obvious. Counselors, with their unique training in communication skills, problem solving, team and group facilitation, consultation, and coordination, are in positions to play key roles in the current reformation taking place in the schools. It is imperative, however, that counselors thoroughly understand the movement if they are to actively participate. This article clearly defines the restructuring movement and specifically outlines a proposed role for school counselors. Restructuring is defined and major premises of restructuring are reviewed, as are a number of components of restructuring. The counselor's role during the planning, implementation, and evaluation stages of restructuring is described as two-fold: counselors are in a position to manage and coordinate the restructuring movement within the school and to restructure the guidance and counseling program so that it is an integral part of the school system. Finally, special considerations and alternate delivery models are discussed. (NB)

ED 367 921 CG 025 263

Substance Abuse Prevention and Intervention Programs in New York City Public Schools: The 1991-1992 School Year. Revised. OREA Report.
PUB DATE- Mar 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; *Intervention; *Prevention; Public Schools; *School Activities; *Secondary School Students; *Substance Abuse

This report covers the second year (1991-1992) of a 3-year study of substance abuse prevention and intervention programs in New York City public schools, which included a survey of 891 students who received substance abuse intervention services in the schools, plus a field study in 12 sample schools focusing on services that the first year's study had identified as warranting close attention, including peer programs, staff

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Community Services; Family Caregivers; Social Agencies; Social Change; *Social Services; *Sociocultural Patterns
IDENTIFIERS- *North Carolina

The Community Services Branch of the Family Services Section of the North Carolina Department of Social Services (DSS) surveyed all 100 DSS county directors to determine if directors saw HIV/AIDS as a problem now and/or as a potential problem in 5 years. Forty-one percent of the directors indicated an immediate need for difficult-to-provide services such as residential placement for both children and adults diagnosed with AIDS and the reluctance of social workers, daycare, and homecare providers to work with these clients. Ninety-three percent of the county directors believe that by 1997 clients with HIV/AIDS will place large demands on their services. Some of the specific areas to be affected include children and adult services, Medicaid, and transportation. Most directors said that their staff had received basic training on the transmission and prevention of AIDS, but many of the directors expressed a need for training assistance for new employees. The survey lists the types of training desired by directors along with a list of recommendations and contains an appendix which lists the names, addresses and phone numbers of HIV/AIDS contact people for all of North Carolina's County DSS. (RJM)

ED 367 942 CG 025 346

Mellor, Andrew
Finding Out about Bullying. SCRE Spotlights 43.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aggression; *Behavior Problems; Child Behavior; Elementary Secondary Education; Foreign Countries; Problem Children; *Student Behavior; Student Characteristics; Student Experience
IDENTIFIERS- *Bullying; Scotland

Schools in Scotland that develop a policy on bullying to which everyone is committed have been successful in reducing the frequency of bullying. Students rarely tell on bullies, not only from fear of their persecutor's revenge, but because they have also learned that adults either show no interest in their problem or give bad advice when they do address the issue. By working closely with teachers, students and others, schools can find out about bullying by observing pupils' social relationships, keeping records of bullying incidents, having children write stories on bullying, and using confidential questionnaires. Although potentially useful, questionnaires many times are too long and difficult to analyze, ask ambiguous questions, or may antagonize individuals through leading questions. Schools may increase the effectiveness of questionnaires by first defining what counts as bullying and then generating a tool that is short, clear, and easily analyzed. Whatever method schools use to explore bullying, there is one step which should always be taken: make sure that the information collected from pupils, parents, or teachers is fed back to them and discussed with them. Schools must show subject areas were placed in the RSP pull-out program. The 11 students worked in an elementary school RSP classroom 3 days a week for 3 months to improve their phonetic skills and other areas of language arts. One day for a week for 3 months, the resource specialist and her aide presented enrichment lessons coupled with cooperative learning activities to school-based RSP students and regular classroom students. Practicum results were positive. Students' attitudes about reading, school, and related subjects after the intervention were generally positive. Most of these students were able to receive a passing score by decoding words. The combination of RSP services to remediate decoding skills and other weak areas in language arts, as well as the cooperative learning experiences in the regular classroom, helped to improve the school-based borderline RSP students' attitudes about school and reading. Findings provide support for the use of school-based provision for borderline RSP students' early enrollment in the program. Seven tables and one figure are included; special education terms and abbreviations, forms related to the program, a decoding word list work sample, and a questionnaire are attached. Contains 41 references. (Author/RS)

ED 367 962 CS 011 640

Weaver, Constance
Reading Process and Practice: From Socio-Psycholinguistics to Whole Language. Second Edition.
PUB DATE- 94
NOTE- 728p.; For the previous edition, see ED 286 157.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Elementary Education; English (Second Language); Literature Appreciation; Miscue Analysis; *Phonics; *Reading Instruction; *Reading Processes; Special Needs Students; Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Educational Issues

This book serves as a resource for teachers who want to implement a whole language curriculum. More than half of the material in this second edition is new. The first half of the book updates and revises the discussion of the reading process presented in the first edition while retaining the "think-it-through-yourself" format. The chapter on miscue analysis is expanded to include a section on reading portfolios and another new section on retrospective miscue analysis. A new chapter, "Teaching Reading and Developing Literacy" clarifies some key philosophical and practical differences between those who advocate traditional reading readiness and beginning reading instruction and those who advocate the promotion of emergent literacy through the kinds of experiences typically viewed as whole language in nature. A central chapter, "Phonics and Whole Language: From Politics to Research," emphasizes that phonics and whole language are not alternative routes to the same goals. The latter part of the book is entirely new and begins with a chapter further characterizing whole language principles and practices. A chapter on growing into whole language teaching of writing, reading, literature, and theme study follows. Other chapters (written entirely or mostly by other experts) discuss: enhancing reading and enjoyment of literature through the oral language arts; working with special needs students; and teaching English-as-a-Second-Language students. (RS) "doing" writing). After an introduction ("How a Genre Approach to Literacy Can Transform the Way Writing Is Taught" by Bill Cope and Mary Kalantzis), chapters in the book are (1) "Genre as Social Process" (Gunther Kress); (2) "Histories of Pedagogy, Cultures of Schooling" (Mary Kalantzis and Bill Cope); (3) "The Power of Literacy and the Literacy of Power" (Bill Cope and Mary Kalantzis); (4) "Gender and Genre: Feminist Subversion of Genre Fiction and Its Implications for Critical Literacy" (Anne Cranny-Francis); (5) "A Contextual Theory of Language" (J. R. Martin); (6) "Grammar: Making Meaning in Writing" (J. R. Martin and Joan Rothery); (7) "Curriculum Genres: Planning for Effective Teaching" (Frances Christie); (8) "Genre in Practice" (Mike Callaghan and others); and (9) "Assessment: A Foundation for Effective Learning in the School Context" (Mary Macken and Diana Slade). A Bibliographic essay ("Developing the Theory and Practice of Genre-based Literacy by Bill Cope and others), a glossary of terms, and a 16-page bibliography are attached. (RS)

ED 367 981 CS 214 251

Wilson, David E.; And Others
Composing Experience and Knowledge: Narrative as a Critical Instrument in English Teacher Preparation.
PUB DATE- Nov 93
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autobiographies; Discourse Analysis; Feminism; Higher Education; *Personal Narratives; *Preservice Teacher Education; Secondary Education; Story Telling; Student Needs; Teacher Effectiveness
IDENTIFIERS- *English Teachers

Composing and telling stories can allow a person to resist and revise those confining stories drafted by others. As an illustration of the powerful role narrative plays in English teachers' research and teaching, a pre-service teacher's autobiographical story narrates her refusal of the oppressive roles she had been assigned. The teacher's story shows how she has begun to listen to her own voice rather than only to the external voices of others. The continuity between this teacher's personal self-reflection and her emerging public discourse and the resulting change in her own sense of authority has been described by the authors of "Women's Ways of Knowing" as the "hallmark of women's emergent sense of agency and control." Eventually this process allowed the pre-service teacher to compose her own definition of herself as a teacher--a process that now enables her to resist the definitions of "teacher" her schooling and her profession would inscribe on her. Telling her own story allowed the pre-service teacher to continue to assert the authority of her own lived and examined experience and to rewrite herself as a woman and a teacher. The relational, rather than rational, nature of knowledge that comes with stories combined with the speculative nature of most stories demands that researchers continually reexamine the stories they tell as well as examine their own responsibilities to those who tell their personal stories. (SAM)

ED 367 982 CS 214 252

students. The instructor must become adept at thinking aloud and displaying how to reason things through. Such techniques plunge students into the world of current events while at the same time teaching them critical thinking skills. Fifteen notes are included. Three appendixes (two newspaper editorials and a Hirschean reading exercise) are attached. (SG)

ED 368 002 CS 508 454

Wolff, Leanne O.
Family Narrative: How Our Stories Shape Us.
PUB DATE- Nov 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; *Family History; *Group Unity; Higher Education; *Interpersonal Communication; Oral History; *Personal Narratives; Student Development; Teaching Methods; Writing Assignments
IDENTIFIERS- *Family Communication; Family Therapy; Intergenerational Relationship

Family stories, told and retold, become important vehicles in shaping the lives of family members. Knowing and understanding family narratives can aid students in understanding their families' histories, communication patterns, and meanings. The stories are a cohesive element for holding the family together, and may also capture the essence of the personality of members. Family therapists can use the stories, particularly in working with dysfunctional families, to learn more about the family and how it operates. Family myths have stabilizing effects on the family and communication patterns. In a family communication course, teacher and student alike can provide personal stories. Students may begin by interviewing an older relative, and continue to collect stories through the semester. When students have difficulty collecting stories, the instructor may assign a questionnaire. For illustrative purposes, the instructor should maintain a collection of stories from personal experience or family history. As an alternative, required readings may include published family stories. The use of family stories promotes family awareness, intergenerational sharing, an understanding of family and self, and appreciation for the uniqueness of the family. The family narrative is a part of personal heritage, uniting a family's past and its present and providing a link to future generations. Nineteen notes are included. Four appendixes (an informational letter about the course, an assignment, a memory book project, and a family questionnaire) are attached. (SG)

ED 368 003 CS 508 469

Stacks, Don W.
Getting over the Hump: A Position Paper on Junior Level Research.
PUB DATE- Nov 93
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

evaluation of the work of teams who examine and study case studies primarily from a textbook. At the end of the course, students present individually prepared case studies. The instructor observed that students were graduating from the program with little appreciation for how communication theory can serve as a critical tool of professional public relations practitioners. He added a requirement that students support their conclusions with communication theory. Once the students realized that the application of communication theory to case study analysis added a supportive dimension to their problem-solving recommendations, they began to enjoy the task of finding such supporting theories to lend credence to their recommendations. Student found themselves investing their research time in providing theoretical insights. Students, particularly those enrolled in the class the second summer the course was taught, thrived on the assignment, and course evaluations showed that the requirement of theoretical support was the most popular "new" expectation of the course. (RS)

ED 368 022 CS 508 533

Fritz, Paul A.; Miller, Eric J.
Don't Give It to Me--Put Me Where I Can Reach It Myself: Equipping Anglos to Recognize Hispanic Student Skills in Civic Leadership Roles--An Ethnically Focused Public Speaking Course.
PUB DATE- 25 Mar 94
NOTE- 19p.; Paper presented at the Annual College Reading and Learning Association Conference (27th, San Diego, CA, March 24-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Class Activities; Cultural Context; Higher Education; *Hispanic Americans; *Introductory Courses; Leadership; *Public Speaking; *Student Attitudes; Undergraduate Students
IDENTIFIERS- *Communication Behavior; *Communication Styles; Culturally Relevant Curriculum; Student Empowerment

An introductory speech course was revised to fit the goals of Hispanic students. Content analysis of Hispanic student comments during informal advising sessions indicated that students admire the ability to analyze audience preferences, the ability to attract listeners with melodic discourse tone, and the ability to project a professional image in terms of formal discourse. Hispanic students also wanted leadership empowerment. Six themes emerged from a review of the published research on assessing Hispanic students' academic goals: urgency, enlightened changes, self-image, the family, practical programs, and "vision." Class experiences were revised to center on pluralism instead of singularity. Exercises were developed that took into account self-image, family bonds, cooperation, and community orientation. A Language system assessment, and a scoring sheet are attached. (Contains 48 references.) (RS)

ED 368 023 CS 508 534

Smith, Sandi W.; And Others
The Prototypical Features of the Outstanding Professor from the Female and Male Undergraduate Perspective: The Roles of Verbal and Nonverbal Communication.

Association of School Administrators (San Francisco, CA, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; *College School Cooperation; *Educational Administration; Elementary Secondary Education; Higher Education; *Internship Programs; *School Districts; State Legislation
IDENTIFIERS- *Eastern New Mexico University

The Eastern New Mexico University (ENMU) School of Education offers an educational administration program for students seeking a master's degree or licensure in educational administration. Most of the students are teachers from New Mexico and surrounding states who plan to become administrators at small and rural schools. In 1987, the New Mexico Board of Education decided that students who began their coursework in educational administration in the fall of 1986 or later must complete an internship. Three problems arose in implementing the program at ENMU. First, a university faculty member was required to visit each intern four times each semester, and many of the students were great distances from the university. Second, because the interns taught full-time, there was little opportunity to meet with them and their principals. Third, since the interns were teaching full-time, they had limited time to participate in administrative activities. The Eastern New Mexico School Research and Study Council helped find solutions to the problems. The council suggested ending the university faculty visits and increasing the role of the interns' supervising principals. Money was also allocated to free up interns to experience administrative activities. An internship questionnaire and an administrative competencies evaluation are included. (JPT)

ED 368 043 EA 025 659

Johnson, B. L., Jr.; Ellett, Chad D.
Analyses of School Level Learning Environments: Centralized Decision-Making, Teacher Work Alienation and Organizational Effectiveness.
PUB DATE- Apr 92
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Development; *Educational Environment; Elementary Secondary Education; *Organizational Effectiveness; Public Schools; *School Based Management; *Teacher Alienation

Much has been learned during the past 2 decades about school learning environments; researchers have developed a variety of measures of perceptions of learning environment characteristics. However, most of the studies on this subject have used the whole school as the unit for the research. This study examined the relationships among school-level learning environment measures of teachers' perceptions of centralized decision making, work alienation, and multiple indices of school effectiveness. School effectiveness was measured on activity must be clearly articulated. In part 2 the steps in assembling a package of community indicators are presented, each accompanied by an illustration from the Regional Drug Initiative in Portland, Oregon. Assembling a package of drug abuse impact indicators consists of eight steps: (1) "brainstorm" a list of possible indicators; (2) round out the field; (3) find available data; (4) screen indicators according to availability; (5) look for regional and national comparisons; (6) reconsider the list; (7) identify the best indicators; and (8) choose the best approximations. The ability to assess the reliability and validity of indicators is important in creating an effective drug prevention program; ways of effectively assessing these two qualities of indicators. Finally, part 3 suggests guidelines for using the information. The report should be simple and direct, and the time of releasing it to the public is important in achieving maximum exposure. This second edition contains updated charts and bibliographic material from the first edition. (KDP)

ED 368 062   EA 025 692

Mahon, J. Patrick
Shared Leadership and TQM.
PUB DATE- Feb 94
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (New Orleans, LA, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *Decision Making; High Schools; *Leadership; Public Schools; *School Restructuring; *Strategic Planning; *Total Quality Management
IDENTIFIERS- *Gwinnett County School System GA

Total Quality Management (TQM) has become popular in many educational settings in recent years. TQM was initiated at Shiloh High School in the Gwinnett County (Georgia) Public Schools as a part of a strategic plan that guarantees individual student success. Shiloh Principal J. Patrick Mahon recognized TQM's usefulness in carrying out a strategic plan and establishing leadership. Mahon was using Carl Glickman's shared governance concepts in planning for the school. The school created 10 cross-disciplinary teams to promote faculty camaraderie and input into decision making. Volunteer task forces were also created using TQM to address particular issues. Each team also elects one member to the Shared Leadership Council (SLC). A large part of each monthly SLC meeting is devoted to sharing the components of TQM. The statistics and tools of TQM also are helpful. For example, records on discipline referrals helped show how quickly the school is dealing with discipline problems. The SLC also did a force-field analysis of impediments to school restructuring. TQM forces leaders to think systematically. It cannot be looked upon as a quick fix or the answer to all of a school's problems. TQM and shared governance are processes for systemic and incremental change. (JPT)

ED 368 063   EA 025 696

Drury, Darrel; Levin, Douglas
School-Based Management: The Changing Locus of Control in American Public Education.

Violation of child labor laws is another concern that is greater for trade and industrial educators than others. Different states have approached the legal problems concerning apprenticeships in different ways. Some states have provisions in their workers' compensation laws to include minors. Other states regulate insurance companies' ability to limit apprenticeship programs. (Contains 23 references.) (JPT)

ED 368 082 EA 025 755

Public Education Finances: 1990-91.
PUB DATE- Oct 93
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Expenditure per Student; *Expenditures; *Financial Support; Higher Education; *Public Education; *Public Schools; *State Aid; Statistical Surveys; Tables (Data)

The United States Bureau of the Census conducts an Annual Survey of Government Finances. This report contains financial statistics on public elementary, secondary, and higher education for 1990-91. The first section of the report includes table summaries of federal, state, and local education expenditures and elementary-secondary education expenditures. The second section on elementary-secondary education includes information on expenditures by enrollment size and per pupil, and revenue sources, expenditures, and debt transactions by state. The third section includes state and local direct higher education expenditures and local public school system finances for higher education by state. The fourth section includes individual public school system finances and per pupil amounts of financial items of individual school systems with enrollment of 15,000 or more. Relational statistics and rankings by state are included in the fifth section. Included are ranks of per pupil elementary-secondary public school system revenues and expenditures, and ranks according to relation of revenue and expenditure items to $1,000 personal income. Population, enrollment, and personal income by state are also included. Appendices A through D include definitions of selected terms, education finance data notes, two-letter state abbreviations, and detail of federal government education expenditures. (JPT)

ED 368 083 EA 025 757

Wisconsin Learner Goals, Outcomes, and Assessment: Educating Students for Success in the 21st Century.
PUB DATE- Feb 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; Educational Planning; Educational Trends; Elementary Secondary Education; Futures (of Society); Public Schools; State Government; *State Legislation; *Student Educational Objectives
IDENTIFIERS- *Wisconsin

In March 1992, Wisconsin Act 269 established an educational goals-setting process, funding for the development of a comprehensive student-assessment system, and an advisory committee to make recommendations. The committee established three learner goals to be the focus of the mandated statewide assessment. Students

Cognitive Processes; Definitions; Disability Identification; *Educational Diagnosis; Elementary Secondary Education; *Evaluation Methods; Interpersonal Competence; Intervention; Language Tests; *Learning Disabilities; Learning Strategies; Listening; Mathematics Tests; *Measurement Techniques; Neuropsychology; Reading Diagnosis; Spelling; *Student Evaluation; Trend Analysis; Writing Difficulties

This book offers 27 papers addressing critical issues in the assessment of students with all kinds of learning disabilities. Papers have the following titles and authors: "Critical Issues in the Measurement of Learning Disabilities" (G. Reid Lyon); "A Matrix of Decision Points in the Measurement of Learning Disabilities" (Barbara K. Keogh); "Measurement of Change: Assessing Behavior over Time and within a Developmental Context" (David J. Francis et al.); "Measuring and Analyzing Change" (Bennett A. Shaywitz and Sally E. Shaywitz); "The Assessment of Attention in Children" (Russell A. Barkley); "Attention as a Process and as a Disorder" (Jack M. Fletcher et al.); "Measurement of Executive Function" (Martha Bridge Denckla); "Issues in the Assessment of Executive Function: An Information-Processing Perspective" (Joseph K. Torgesen); "Redefining Learning Disabilities: Moving beyond Aptitude-Achievement Discrepancies to Failure To Respond to Validated Treatment Protocols" (Virginia W. Berninger and Robert D. Abbott); "Issues in Definition and Measurement of Learning Disabilities: The Need for Early Intervention" (Jack M. Fletcher and Barbara R. Foorman); "Measurement of Listening and Speaking" (Doris J. Johnson); "Honing the Concepts of Listening and Speaking: A Prerequisite to the Valid Measurement of Language Behavior in Children" (Louisa Cook Moats); "Measurement of Word Recognition, Orthographic, and Phonological Skills" (Richard Olson et al.); "Components of Reading Ability: Issues and Problems in Operationalizing Word Identification, Phonological Coding, and Orthographic Coding" (Frank R. Vellutino et al.); "Assessment of Spelling in Learning Disabilities Research" (Louisa Cook Moats); "Issues in Researching the Link between Phonological Awareness, Learning Disabilities, and Spelling" (Patricia C. Lindamood); "Measurement of Written Language Expression" (Stephen R. Hooper et al.); "Future Directions for Research on Writing Disabilities: Integrating Endogenous and Exogenous Variables" (Virginia W. Berninger); "Diagnosis and Assessment of Mathematics Learning Disabilities" (Jeannette E. Fleischner); "Mathematics Assessment for Students with Learning Disabilities" (Sharon Vaughn and Cynthia Wilson); "Neuropsychological Assessment of Children with Learning Disabilities: Measurement Issues" (Byron P. Rourke); "Multidimensional Neuropsychological Assessment Models: Potential and Problems" (Robin Morris); "Techniques for Measuring Social Competence in Children" (Kytja K. S. Voeller); "The Measurement and Assessment of Social Skills" (Sharon Vaughn and Diane Haager); "Assessment of Learning Disabilities: The Challenge of Evaluating the Cognitive Strategies and Processes Underlying Learning" (Lynn J. Meltzer); "Strategy Assessment in Perspective" (Louisa Cook Moats); and "A Review of Critical Concepts and Issues in the Measurement of Learning Disabilities" (Robin Morris). An index is included. Most papers include references. (DB)

ED 368 103   EC 302 857

Parenting with Special Needs: Parents Who Are Mentally Retarded and Their Children.
PUB DATE- Sep 93

*Hyperactivity; *Interpersonal Competence; Problem Solving; Role Playing

This practicum designed and implemented a program using art therapy to improve the social competency of elementary-aged children with attention deficit hyperactivity disorder and oppositional/defiant disorder. Students were in a special class for children with severe emotional disturbances. The children met once a week in art therapy sessions either individually or in pairs and were observed in structured and unstructured situations. A combination of art therapy, verbal associations, and role playing were used to help children interpret social cues, generate solutions to social dilemmas, and apply this learning in social settings. Analysis of projective drawings, interviews, and observations suggested that the children improved in the areas of interpreting social cues and generating solutions to social problems. However, application of learned social behaviors was observed only when students were first given a verbal reminder. Appendixes include a letter to parents and samples of students' drawings. (Contains 23 references.) (DB)

ED 368 121 EC 302 876

Swanson, Joyce A.
Developing a Comprehensive Model for the Inclusion and Support of the Academically Delayed and Behaviorally Disordered Elementary School Child in the Mainstream Classroom.
PUB DATE- 3 Feb 94
NOTE- 80p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *At Risk Persons; *Behavior Problems; *Classroom Techniques; Disability Identification; Early Intervention; Grade 1; Individualized Education Programs; *Inservice Teacher Education; Kindergarten; *Learning Problems; Mainstreaming; Parent Participation; *Prereferral Intervention; Primary Education; Program Effectiveness; Teacher Improvement

This practicum focused on preventing referral to special education by meeting the needs of kindergarten and first grade children identified with behavioral or academic problems in the mainstream classroom. The practicum emphasized: (1) early identification of potentially dysfunctional children; (2) development of individual education plans addressing affective and cognitive domains; (3) intensive teacher inservice; (4) redesigned classrooms and curriculum; and (5) parent involvement. A strategic planning team was formed including six kindergarten and first grade teachers, the school psychologist, the school social worker, an exceptional education teacher, the curriculum resource teacher, and the counselor. Training was provided to all 30 teachers beginning during the semester's preplanning period and continuing on a monthly basis throughout the semester. Topics addressed in the workshops included: controlling dysfunctional behavior, compensating for developmental lags, utilizing the newly created identification instrument, reviewing referral procedures, and designing strategies that work for an individual teacher. Evaluation indicated that teachers became familiar with new strategies and substantially increased use of these strategies following training. However, referral for special education evaluation increased slightly over the previous year. Appendices include a Student Behavior Inventory with Related Teaching Strategies, an inservice pre/post test, a preferred strategies inventory, and

Children, Youth, and Families of the U.S. Department of Health and Human Services contains program information for 43 crisis nursery programs and 65 respite care programs. Data on crisis nurseries and on respite care programs are analyzed in terms of: numbers of persons served, percentages of programs providing services to various family types, types of services provided to children and to parents/caregivers, referral sources, delivery sites, parents' reasons for using the services, problems experienced by children, protective service status of families, substance abuse among families, and fees paid by families. A summary section outlines the need for standardized collection and reporting of data, and compares and contrasts utilization of the two types of programs. A copy of the survey form is provided. (JDD)

ED 368 140 EC 302 898

Opportunity for All: Final Recommendations of the Workgroup on Persons with Disabilities.
PUB DATE- 19 May 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; Business; *Delivery Systems; *Disabilities; Education Work Relationship; *Employment Opportunities; Employment Potential; *Public Policy; School Community Relationship; Social Services; Special Education; State Programs; Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- *New Jersey

The Workgroup on Persons with Disabilities was created by the New Jersey State Employment and Training Commission to expand the dialogue among public officials, advocates, parents, customers, and practitioners concerning philosophical and policy differences about the appropriate role of the employment, training, and education system for people with disabilities. This report characterizes individuals with disabilities in New Jersey; highlights the current situation in employment opportunities; examines several policy issues; and points out that primary service providers lack a coordinated approach to link institutions, agencies, and programs to New Jersey's mainstream workforce readiness system. Three critical program linkages form the basis for the Workgroup's recommendations: connection of special education to vocational education, connection of special education students after graduation with service providers for adults, and connection of the business community to the system that serves people with disabilities. Thirteen recommendations are discussed, and an action agenda of seven policy priorities is outlined. Appendices contain descriptions of services provided by specific state government agencies and a glossary. (JDD)

ED 368 141 EC 302 899

Fink, Dale B.; And Others
Interagency Agreements: Improving the Transition Process for Young Children with Special Needs and Their Families. FACTS/LRE Information Series #1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 37p.; A publication of the Family and Child Transitions into Least Restrictive Environments project.

programs, and individuals involved in the education of limited-English-proficient (LEP) students. It provides services in six states: Iowa; Michigan; Minnesota; North Dakota; South Dakota; and Wisconsin. The current report details the program's first year of operation, which included 285 training workshops for 7,200 participants, mostly certified teachers. Large numbers of teacher aides and school paraprofessionals and some non-instructional staff also participated. States with a large enrollment of Native Americans received training individualized to the culture. In some cases, particular emphasis was given to integrating educational technology into the regular curriculum for classroom teachers with LEP students. Technical assistance was provided through three major kinds of activity: assistance to project managers for articulating and implementing staff development goals and other matters concerning program development; site visits; and specific projects of state and local education agencies. Coordination of efforts by different groups and agencies was also a significant project activity. (MSE)

ED 368 160 FL 021 641

New England Multifunctional Resource Center for Language and Culture in Education, Brown University. Annual Performance Report.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education; Consortia; Educational Technology; Elementary Secondary Education; *English (Second Language); Federal Programs; Intercollegiate Cooperation; *Limited English Speaking; Paraprofessional School Personnel; Program Descriptions; Regional Programs; School Personnel; Teacher Aides; *Teacher Education; *Technical Assistance; Universities
IDENTIFIERS- Brown University RI; New England; University of Hartford CT; University of Massachusetts; University of Southern Maine

The activities of the New England Multifunctional Resource Center for Language and Culture in Education (MRC) are reported for October 1, 1992 through July 31, 1993. The MRC is a federally funded program of training and technical assistance for educators of limited-English-proficient (LEP) students in the New England area. A consortium of Brown University (Rhode Island), the University of Hartford (Connecticut), University of Southern Maine, and University of Massachusetts, the MRC conducted 303 workshops, 1,200 consultations with individuals and teams, and 745 other activities such as advisory board participation and symposia. It also co-sponsored numerous conferences, institutes, professional development seminars, and regional workshops in cooperation with local and state education agencies and other public and private agencies. These activities addressed both general and special interests, including the needs of Native Americans, superintendents, principals, and teachers and the integration of educational technology into classroom instruction. A special project gathered information on bilingual education program administration. The annual report details these and other efforts, and includes evaluation data from service recipients,

Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; *Class Activities; Classroom Techniques; *Cognitive Processes; Educational Strategies; Foreign Countries; Second Language Learning; *Second Languages; *Student Participation; Theory Practice Relationship

A discussion of the task-based approach to second language learning looks at different interpretations of "task" and defines it in terms of two basic dimensions: (1) degree of learner involvement in purposeful work, and (2) a continuum from focus on linguistic form to focus on message. It is proposed that these dimensions can be understood better through insight from two areas of cognitive psychology. The first of these accounts for learning through social interaction, and how language is acquired in the context of social and cognitive development. The second is concerned more specifically with how knowledge comes to be represented in the mind and how it becomes available as a basis for performance. It is suggested that with further refinement and research, these areas of cognitive psychology could offer additional insights into the use of tasks in foreign language instruction. (Contains 35 references.) (MSE)

ED 368 180 FL 021 907

Holec, H.
Apprendre a apprendre les langues (Learning To Learn Languages).
PUB DATE- Nov 92
NOTE- 12p.; Paper presented at a Colloquium on Language and Business (Ghent, Belgium, November 20-22, 1992).
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; Educational Objectives; Educational Strategies; Foreign Countries; *Independent Study; *Learning Strategies; Second Language Instruction; Second Language Learning; *Second Languages; *Student Motivation; Student Role

The role of learning strategies in independent learning, particularly second language learning, is discussed. It is argued that "learning to learn" is a necessary, although not sufficient, condition for independent learning. It is also not innate, but must be taught. The learner must learn to define his objectives, accomplish them, evaluate progress, and manage learning processes. The objectives may be linguistic knowledge, sociocultural information, or development of specific abilities. "Learning to learn" can occur in a variety of ways: before beginning, after having begun, or parallel with the learning of the language itself; collectively or individually; extensively or intensively. Training in "learning to learn" involves becoming familiar with already internalized understanding, developing metacognitive awareness, and expanding on prior learning. Ten instructional activities designed to develop these skills and cognition in learners are described briefly. (Contains 6 references.) (MSE)

ED 368 181 FL 021 908

Ryan, Stephen M.
Resources for the Independent E.F.L. Learner in Japan.
PUB DATE- 93

spiders; and dinosaurs. The first-grade unit topics are: plants and seeds; the human body; and good health. An introductory section gives an overview of the materials and some suggestions for using them. An additional section provides a Spanish translation of the basic unit and lesson summaries. The detailed units and lessons follow. (Contains 26 references.) (MSE)

ED 368 201 FL 021 982

Integrating Mathematics, Science, and Language: An Instructional Program (Volume 2, Grades 2-3).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 434p.; For volume 1, see FL 021 981.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Curriculum Design; *English (Second Language); Grade 2; Grade 3; Hispanic Americans; *Interdisciplinary Approach; *Limited English Speaking; *Mathematics Instruction; Primary Education; *Science Instruction; Second Language Instruction; Second Languages; Spanish Speaking
IDENTIFIERS- Hispanic American Students

The curriculum and resource guide for integrating mathematics, science, and English-as-a-Second-Language instruction is designed to help elementary school teachers organize classrooms and instructional activities to improve achievement of Hispanic children whose first language is not English. It offers a curriculum plan, instructional strategies and activities, suggested teacher and student materials, and assessment procedures that focus on acquisition of higher-order cognitive skills, understanding of relationships between mathematics and science concepts, specific knowledge, and language for communication and knowledge gain. An introductory section presents the assumptions underlying the guide, explains the guide's structure, and outlines classroom language activities related to mathematics and science processes. Subsequent sections present three grade 2 units (on oceans, weather, and the sun and stars) and three grade 2 units (on matter, sound, and simple machines). Each unit consists of seven or eight lessons on subtopics. Each unit begins with: information on students' expected prior knowledge; objectives for science, mathematics, and language acquisition; a vocabulary list in Spanish and English; teacher background information; and a grid of objectives for the lessons. Lessons contain notes for the teacher on presenting content information, assessment, and suggested class activities. (MSE)

ED 368 202 FL 021 987

Minami, Masahiko
Long Conversational Turns or Frequent Turn Exchanges: Cross-Cultural Comparison of Parental Narrative Elicitation.
PUB DATE- 8 Jan 94
NOTE- 36p.; Paper presented at the Annual Boston University Conference on Language Development (18th, Boston, MA, January 8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

*Telephone Usage Instruction; Time; *Writing Skills

The student workbook and teacher manual for an adult English-as-a-Second-Language (ESL) literacy course are presented. It assumes that students have some native language literacy skills but may have had little or no prior schooling. The student book has 10 units, topically organized: alphabet; numbers; time; the calendar; money; school; the family; food; health; and work. Each unit includes exercises for writing and communicating information, and integrates daily living skills such as filling out forms, reading and writing checks, responding to telephone inquiries and taking messages, and calling for assistance and describing emergencies. All language skill areas (listening, speaking, reading, and writing) are targeted through key exercise types: natural conversation; listening and responding with physical action; interviewing classmates; telling/listening to stories; phonics; and connecting spoken and written language. The teacher's resource book contains detailed notes for the teacher, with procedures for each lesson. Separate instructions for key exercise types are included. The teacher notes also list competency objectives and new vocabulary for each unit. Reproducible word and picture flashcards are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 368 222 FL 800 746

Spener, David, Ed.
Adult Biliteracy in the United States. Language in Education: Theory and Practice 83.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020)
DESCRIPTORS- Adolescents; *Adult Literacy; *Bilingualism; Black Dialects; Cognitive Processes; Educational Technology; *English (Second Language); Ethnography; Family Environment; High School Equivalency Programs; Hispanic Americans; Instructional Effectiveness; Language Planning; Literacy Education; Sciences; Second Language Learning
IDENTIFIERS- *Biliteracy; *United States

This collection of articles by 15 leading researchers and teachers explores the social, cognitive, and pedagogical aspects of developing biliteracy--literacy in two languages. Chapters include the following: "Inheriting Sins While Seeking Absolution: Language Diversity and National Data Sets" (Reynaldo Macias); "Sociolinguistic Considerations in Biliteracy Planning" (Arnulfo G. Ramirez); "Bidialectal Literacy in the United States" (Walt Wolfram); "Biliteracy in the Home: Practices Among Mexicano Families in Chicago" (Marcia Farr); "Literacy and Second Language Learners: A Family Agenda" (Gail Weinstein-Shr); "?Guariyusei? Adult Biliteracy in Its Natural Habitat" (Tomas Mario Kalmar); "Literacy as Practice and Cognitive Skill: Biliteracy in an ESL Class and a GED Program" (Nancy H. Hornberger, Joel Hardman); "Putting a Human Face on Technology: Bilingual Literacy Through Long-Distance Partnerships" (Dennis Sayers, Kristin Brown); "Discourse and Social Practice: Learning Science in Language Minority Classrooms" (Beth Warren, Ann S. Rosebery, Faith Conant); and "Engaging Students in Learning: Literacy, Language, and

Business Relationship; Student Experience
IDENTIFIERS- *California Polytechnic State University

California Polytechnic State University's College of Business and College of Engineering have joined forces to create a joint Engineering Management Program (EMP). Students holding undergraduate engineering or equivalent degrees enter and earn both Masters in Business Administration and Masters of Science in Engineering in 24 months. The program aims to develop graduates who can integrate technical and engineering issues with business management concerns. The program has worked closely with business to match industry needs particularly for the global marketplace. The program integrates a business and engineering curriculum with industry sponsored "learn by doing" components. The formal curriculum consists of core courses offered in the first year, advanced classes offered in the second year and culminating classes and seminars which bring together students, faculty, partner representatives, and industry participants. The "learn by doing" components include graduate internship experiences during the first summer. During that experience students start a Team Project which involves the investigation of real and unstructured problems or opportunities in the partner firm. The culminating class/seminar during the second summer brings together participants in an intense and interactive series of sessions. The theme of 1993 Summer Seminars was "Managing Change for Competitive Advantage." The 1994 theme will be "Future Directions for Winning Organizations." (JB)

ED 368 243 HE 027 255

Shore, Cris; Roberts, Stephen
Higher Education and the Panopticon Paradigm: Quality Assessment as "Disciplinary Technology."
PUB DATE- 16 Dec 93
NOTE- 16p.; Paper presented at the Society for Research into Higher Education Conference (Brighton, England, December 14-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Freedom; College Administration; *College Faculty; *Educational Assessment; Educational Change; *Educational Quality; Foreign Countries; Futures (of Society); Government Role; Government School Relationship; Higher Education; Politics of Education; Quality Control
IDENTIFIERS- Foucault (Michel); Panopticon; United Kingdom

This paper explores the function and effects of recent government reform of higher education in the United Kingdom particularly on quality assurance and quality assessment. The reforms have aimed to make institutions more akin to business and have used the language and techniques of "management." It is argued, in agreement with Michel Foucault, that Jeremy Bentham's panopticon prison provides an instructive model. In a panopticon, a tower is situated at the center of a courtyard surrounded by buildings of cells with each cell window under direct scrutiny of the tower and each inmate visible to the surveillant alone. The cells are theaters in which each actor is alone, individualized and constantly visible. It is further argued that such a prison is a model for understanding the new management practices in higher education and how these function to control, classify and contain teachers. Thus, quality control exercises actually lead to a lowering of academic basic math series, biographies, and a guide to British Columbia's legal system. Bulletins 3-4 include reviews of the following publications: guides to banking, human rights, and safety; biographies of famous artists; a series of high-interest low-vocabulary (HILV) novels; a bibliography of HILV materials; a guide for literacy tutors working in correctional institutions; a guide to incorporating information about Canadian holidays into literacy programs; a guide to using newspapers to teach literacy; a spelling series; and interactive typing software. Bulletins 5-6 include reviews of the following publications: a vocabulary series; a collection of poetry and prose; a guide to recovering from sexual abuse; a handbook for literacy workers; guides to Canada's government, childbearing, infant care, and parenting; a collection of human interest stories; a guide to organizing integrated learning opportunities; collections of proverbs and myths and legends; and book on Canada's provinces. Bulletins 7-8 include reviews of the following publications: a guide to content area reading; guides for immigrants; a starter pack for adult literacy tutors; workbooks covering math concepts, computation, and spelling; series of novels and transcribed oral histories; a guide to developing literacy partnerships; a collection of poems; a learner's guide to assessing learning style; and a handbook for feminist literacy tutors. (MN)

ED 367 783 CE 065 747

Weiser, William E.; Herrmann, Barbara Ann
Job Analysis for Continuous Improvement.
PUB DATE- 22 Dec 93
NOTE- 11p.; Paper presented at the Annual Meeting of the American Vocational Association (Nashville, TN, December 3, 1993). Some small type may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Curriculum Evaluation; Educational Needs; *Job Analysis; Needs Assessment; Postsecondary Education; Secondary Education; Secretaries; Strategic Planning; Task Analysis; *Vocational Education

This booklet describes Job Analysis for Continuous Improvement (JACI), a five-step process incorporating strategic planning, job task identification, needs assessment, solutions, and evaluation. The JACI was developed as a result of a collaboration between the Minnesota Technical College System and 3M's Corporate Plant Engineering Services Division. The booklet outlines each of the steps in the job analysis process and lists its uses, outputs, and benefits. A sample job task identification chart for the occupation of secretary is included. (MN)

ED 367 784 CE 065 748

Integrating Academic and Vocational Education: Lessons from Early Innovators. Policy Brief, Number 3.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 94
NOTE- 5p.; Adapted from a larger document with a similar title, see ED 353 407.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)

PUB TYPE- Collected Works - Proceedings (021),Reports -
  Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Developing
  Nations; Foreign Countries; Independent Reading; Instructional
  Materials; *Literacy Education; *Material Development; Rural
  Areas; Staff Development; *Supplementary Reading Materials
IDENTIFIERS- Asia Pacific Region

This document reports on the 1991 Planning Meeting on Asian/Pacific Joint Production (AJP) Program of Materials for Neo-Literates in Rural Areas, the purpose of which was to discuss Asian Cultural Center for Unesco (ACCU) literacy programs to be carried out under regional cooperation. Opening addresses focused on the success of the cooperative effort and suggested points for improvement of AJP. Other reports addressed the Asia-Pacific Program of Education for All (APPEAL), ACCU regional literacy activities, and presentation of three newly produced AJP materials. Modifications are suggested to draft AJP materials. Revisions to the "Guidebook for Development and Production of Materials for Neo-Literates" are discussed. Training of personnel in the field of literacy material development by way of regional and national workshops was planned. The 10-page report is followed by these appendices: UNESCO Report; ACCU Report; Country Report--Bangladesh, Indonesia, Nepal, Pakistan, Philippines; 1991 AJP draft materials; draft plan of the Ninth Regional Workshop and Seventh Sending of Mobile Team; outline for revision of the guidebook; draft prospectus of the Third ACCU Prizes for Fully Illustrated Literacy Followup Materials; and prospectus of the Dissemination Scheme of National Versions of AJP Materials. Also appended are the meeting schedule, participant list, meeting agenda, general information, and two opening addresses. (YLB)

ED 367 803   CE 065 820

Furgason, John W.
Changes in Extension Educators' Perceptions of Job Dimensions and
  Job Satisfaction Following Organizational Restructuring.
PUB DATE- Dec 92
NOTE- 66p.; M.A. Thesis, University of Nebraska.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Agricultural Education; *Attitude
  Change; Attitude Measures; Comparative Analysis; Educational
  Research; *Extension Agents; *Extension Education; *Job
  Satisfaction; *Occupational Information; *Organizational Change
IDENTIFIERS- Issue Centered Education; *Nebraska

A study explored whether changes in Nebraska Extension's organizational structure and programming approach, instituted in 1988, had altered 103 extension agents' perceptions of their jobs or job satisfaction. A literature review addressed both the primary variables, including specific aspects of job change, such as issues-based programming, multicounty or clustered work units, agent specialization, and job satisfaction, as well as the Job Characteristics theory. Data from prior research with Nebraska extension agents established a baseline of perceptions about the level of skill variety, task identity, task significance, autonomy, feedback, personal satisfaction, and context satisfaction present in the job of agent. These were contrasted with agents' current perceptions of the same factors. The instrument was a modified version of the Job Diagnostic Survey (Hackman and Oldham 1980). Findings cover the following topics: self-esteem; developing professional work attitudes; work maturity; organizing work; being sensitive to patients' needs; infection control; giving perineal care; giving perineal care with a catheter; ambulating a patient; giving range of motion exercises; measuring weight and height; giving decubitus care; and using basic mathematics skills. (KC)

ED 367 823 CE 065 872

Gunderson, Margaret; Presberry, Iva V.
Occupational Preparation. Module 1: Self-Assessment. Instructor Guide. Student Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 93
NOTE- 210p.; For the vocabulary module, see CE 065 861; for other modules in the set, see CE 065 873-874.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Choice; *Employment Potential; Job Skills; *Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Secondary Education; *Self Evaluation (Individuals); *Special Needs Students; Teaching Guides; Teaching Methods; Vocational Education; Vocational Interests

This unit is one of three self-contained modules for self-assessment, career exploration, and life skills designed for use with special populations (persons with disabilities, educationally and economically disadvantaged persons, persons with limited English proficiency, students in programs designed to eliminate sex bias, and prisoners) in vocational education classes. The module integrates student activities, an instructor guide, and a student guide written on the sixth- and seventh-grade reading levels. It includes a matrix of competencies and skills cross-referenced to the Missouri Pre-Employment and Work-Maturity Competencies, suggestions for teachers, a list of 18 videotapes, 6 lessons, and an appendix. The lessons cover the following: introduction to the module; personal interests; school options; aptitudes; basic workplace skills; strengths and weaknesses; and matching personal and job characteristics. Lessons include learner outcomes; information; assignment sheets; reviews; suggested activities and teaching suggestions and answers to assignment sheets and reviews (in the teacher's guide). The appendix contains a table matching personal and job characteristics. (KC)

ED 367 824 CE 065 873

Gunderson, Margaret; Jurgesmeyer, Patricia A.
Occupational Preparation. Module 2: Career Exploration. Instructor Guide. Student Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 93
NOTE- 438p.; For the vocabulary module, see CE 065 861; for other modules in the set, see CE 065 872-874.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

cycles, and a list of major contributors to this report.) (MN)

ED 367 841 CE 065 904

Minnesota Adult Basic Education. Annual Performance/Narrative Report. Fiscal Year 1992-1993.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Programs; Annual Reports; Basic Skills; Coordination; Delivery Systems; Disadvantaged; Educational Cooperation; *Educational Objectives; Individualized Instruction; Literacy Education; Outreach Programs; Program Administration; Program Costs; *Program Effectiveness; *Program Implementation; Shared Resources and Services; Staff Development; *State Programs; Statewide Planning; Systems Approach; Tables (Data)
IDENTIFIERS- *Minnesota

Adult basic education (ABE) programming efforts in Minnesota for the 1992-93 year were designed to accomplish the following state plan-stipulated goals: (1) continue developing/implementing a statewide ABE delivery system to enable adults (especially disadvantaged adults) with basic skill deficiencies to identify and achieve their personal and occupational goals; (2) continue encouraging development of systems to coordinate and cooperate with all available resources and services that could improve and/or expand delivery of individualized ABE and support and outreach services; (3) continue providing for and expanding the quality and availability of ABE staff development activities to help adult educators facilitate self-directive, practical, and personalized learning; (4) continue encouraging the development, adoption, and adaptation of innovative, effective, and cost-efficient methods and techniques for providing appropriate and timely adult learning options; and (5) continue developing and implementing a management system that adequately addresses the requirements stipulated in state and federal legislation. Compared to the previous year, enrollment in Minnesota ABE classes was up 3.8% in 1992-93, enrollment in English-as-a-Second-Language classes was up 8.0%, average attendance was up 14.2%, student completion of personal education plans was up 27.6%, and total program costs were up 9.92%. (MN)

ED 367 842 CE 065 905

Dam, Anke van; And Others
Popular Education in Latin America. Synthesis of the Discussion Themes. Verhandelingen no. 50.
PUB DATE- Jul 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Developing Nations; *Economic Development; *Educational History; Educational Objectives; Foreign Countries; *Popular Culture; Teacher Student Relationship
IDENTIFIERS- *Latin America; *Popular Education

The objective of popular education has been associated with the creation of identity of popular groups in society. Education

This packet contains 43 learning activities for use with adult basic education (ABE) students. The activities are grouped under nine headings: consumer economics, community resources, health, occupational knowledge, government and law, computation, communication (writing); communication (social language--team building and icebreaking activities); and learning to learn. Activities have the following components: a topic and competency, materials needed, description of activities, level, group size, special notes, handouts and information sheets as needed, space required, outcomes and evaluation, and suggested resources and names and telephone numbers of the teachers who submitted them. Types of activities include simulations, problem solving, puzzles, and role playing. (KC)

ED 367 860 CE 065 934

Family Literacy Report.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 91
NOTE- 40p.; For a related document, see ED 337 052.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Demonstration Programs; Educational Change; *Educational Practices; *Family Programs; Innovation; Intergenerational Programs; *Literacy Education; Models; *Program Development; Program Evaluation; Questionnaires
IDENTIFIERS- 353 Project; *Family Literacy; *Illinois

Seven model family literacy programs in Illinois were monitored for one year to determine successful program components and characteristics and to assist local programs in developing and implementing practical evaluation systems. Six were networking programs each of which involved several agencies, and one program was designed on a center-based model. During the study year, all of the programs experienced staff turnovers or reductions. No program made radical changes to its components. The programs generally experienced growth; however, funding reductions forced one program to reduce its services drastically. Four programs expanded into new sites. All of the programs experimented with new curricula or innovative programming ideas. At one program, families participated in a unique computer workshop conducted in Spanish. Another program worked to increase children's access to books and men's involvement in family literacy activities through "make and take nights" featuring activities such as bookshelf making. Other innovative activities at individual project included training college students to conduct home outreach and conducting a one-day course to build self-esteem and nurture adults' needs within families. (This document includes descriptions of the individual programs and program summaries. Selected program evaluation questionnaires are appended.) (MN)

ED 367 861 CE 065 935

Reach and Teach. A Guide for Parents and Family Agencies. Learning Activities for Children from Birth to Five. A Section 353 Demonstration Project.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 53p.
LANGUAGE- English

complicated and costly shipping, documentation, and insurance; and different financing and payment terms and methods. The best place to begin is at the nearest office of the U.S. Department of Commerce. Its International Trade Administration offers information services through Commercial Information Management System in three categories: identification and assessment of markets, contact services, and promotion. Books on exporting are available from the government. Other useful government agencies are the Export-Import Bank of the Small Business Administration and the District Export Council. Individual states are becoming increasingly active in encouraging, stimulating, and servicing medium and small businesses that wish to explore and expand into exporting. World Trade Centers, local trade associations, private consultants, export management companies, and private trade firms offer market research services and other support. (YLB)

ED 367 880 CE 065 988

Naffziger, Douglas W.; Kuratko, Donald F.
Planning in Small Business: Lessons from the Business Owners. SBDC Professional Enrichment.
PUB DATE- 92
NOTE- 13p.; Small Business Forum, volume 9, number 3, p60-69, Winter 1991/92 (reprint).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Change Strategies; Entrepreneurship; Long Range Planning; *Planning; *Resistance to Change; Role of Education; *Small Businesses; Strategic Planning

A survey of 255 owners of independent businesses in the Midwest investigated their planning activities. Findings indicate that a large majority of the owners of existing businesses engage in both long-term and short-term planning. They believe that some of their planning is beneficial. However, most believe that they are only moderately well organized and they are only moderately satisfied with their efforts. Educators can help small business owners improve the quality of their planning. They need to be familiar with a definition of planning and the seven most common types of plans: strategic, business, marketing, financial, human resource development, operation, and action. Most small businesses need only three main classes of plans: long range, program, and annual or budgets. One widely held theory says that resistance to planning stems from resistance to change. Change is more acceptable when it is understood, does not threaten security, follows a series of successes, is inaugurated after prior change has been assimilated, and has been planned and if the organization has been trained to plan for improvement. Another important factor to consider is skepticism about the value of planning. Educators should be aware of potential problems and help business owners avoid them. They need to read books and go through the training process so they better understand and anticipate potential problems. (A planning resources bibliography cites 21 books and 17 articles. Twelve footnotes are appended.) (YLB)

ED 367 881 CE 065 989

Collins, Denis; Page, Laura V.
Teaching Business Ethics: A Practical Guide and Case Studies. SBDC Professional Enrichment.

enhancing the performance of established workplace education programs. With minor modifications, the document also may be useful for evaluating other types of training and education programs. Management, labor, and education partners may use the checklist as a stand-alone evaluation instrument or as a progress check on items identified by the partners during prior program design meetings using a companion document, the "Workplace Education Design Checklist: A Tool for Program Planning." The checklist is organized in four sections that cover the following topics: (1) program design and administration indicators; (2) participant achievement indicators; (3) program outcome indicators; and (4) evaluation tools. The checklist also contains a list of key terms with definitions and the names of two related resources. (KC)

ED 367 900 CE 066 092

Manly, Donna
Workplace Education Design Checklist: A Tool for Program Planning.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.; Wisconsin State Board of Vocational, Technical and Adult Education, Madison. Wisconsin Technical Coll. System.
PUB DATE- Jan 94
NOTE- 27p.; For related documents, see ED 334 442-443, ED 361 535, and CE 066 091.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Check Lists; *Evaluation Criteria; Evaluation Methods; High School Equivalency Programs; Literacy Education; Postsecondary Education; *Program Development; *Program Evaluation; *Standards
IDENTIFIERS- Wisconsin; *Workplace Literacy

This checklist was designed to be used in developing new workplace education initiatives and enhancing established programs. The checklist is organized in four sections that cover the following topics: (1) program design and administration indicators; (2) participant achievement indicators; (3) program outcome indicators; and (4) evaluation tools. The checklist also contains a list of key terms with definitions as well as two related resources. (KC)

ED 367 901 CE 066 097

Clark, John T., Ed.; Williams, Ron, Jr., Ed.
Tutor Reference Manual. Second Edition.
SPONS. AGENCY- Cincinnati Human Services Div., OH.; Ohio State Dept. of Education, Columbus. Div. of Educational Services.
PUB DATE- Dec 93
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Classroom Techniques; *Educational Resources; *Literacy Education; Phonics; *Reading Instruction; *Teaching Methods; *Writing Instruction

This manual, intended for use by tutors working with adults learning to read, offers a consolidated resource of specific instructional techniques and provides additional suggestions development, and parent involvement. Findings are reported which showed that the largest percentage of students receiving services were in the middle schools, and that these services typically included both individual and group counseling by Substance Abuse Prevention and Intervention Specialists (SAPIS). Other findings are cited in which between 30 and 50% of students reported improvement in such areas as grades, relationships with teachers, and attendance after receiving these services. Chapter I of this report provides an introduction to the background of the project and the current study. Chapter II presents the results of the student survey. Chapter III discusses the SPARK Peer Players' role in the high school substance abuse prevention program. Chapter IV describes staff development offered by SAPIS and parent outreach efforts. Chapter V offers evaluators' conclusions and recommendations based on the data analyzed in this report. (Author/NB)

ED 367 922 CG 025 270

Smolucha, Larry
Inner Speech as a Primary Self-Regulatory Mechanism in Addictions Recovery.
PUB DATE- May 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcoholism; *Drug Rehabilitation; *Inner Speech (Subvocal); *Self Control
IDENTIFIERS- *Relapse

This paper presents a brief research synopsis of social speech, noting that the internalization of social speech plays an important role in the self-regulation of the personality. It then examines the phenomenon of relapse in alcohol addiction from the perspective of psycholinguistic research on inner speech, and suggests that maladaptive patterns of inner speech (arising from maladaptive patterns of social speech and self-talk) play a synergistic role in the inability of most addicts to maintain long-term sobriety. Filed observations of alcoholics-in-recovery are presented that suggest that dysfunctional patterns of inner speech may contribute to the high rates of relapse among recovering alcoholics. Approaches to further empirical study of this phenomenon are discussed, as are some practical treatment approaches which involve changing addicts' patterns of self-talk. It is suggested in a section on milieu restructuring that some of the standard patterns of interaction adopted by traditional 12-step self-help groups may need to be modified, eliminated, or instituted within a more controlled context. The paper concludes that, through better self-management, a more directed therapeutic approach which focuses on the replacement of dysfunctional patterns of social speech with more adaptation-favoring patterns of self-regulatory speech and thinking is recommended. (NB)

ED 367 923 CG 025 295

Making Schools Safe for Gay and Lesbian Youth: Breaking the Silence in Schools and in Families. Education Report.
PUB DATE- 25 Feb 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)

children that talking in an open and honest manner about bullying is a rewarding and relevant thing to do. (RJM)

ED 367 943 CS 011 582

Mason, Ronald B.
College Reading Improvement Programs: An Issue of Growth.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Curriculum; Curriculum Development; *Educational Change; *Educational Trends; Higher Education; Program Evaluation; Reading Improvement; Reading Research; *Reading Skills; *Remedial Programs; *Remedial Reading; Teacher Role; Technological Advancement; *Undergraduate Students
IDENTIFIERS- *College Reading Improvement Programs; Information Age

College Reading Improvement Programs (CRIPs) have become increasingly significant in higher education because there is an increased need for the services they provide in colleges and universities. The first such program appeared in 1915. From 1956 to the present, research has documented a marked increase in the number of CRIPs. In examining the literature, however, it is well to remember that CRIPS may refer to anything from a single remedial course to a comprehensive remedial program. In a 1986 survey by the Office of Educational Research and Improvement, it was found that nationwide, 90% of higher education institutions offered some type of remedial support. The increase in the numbers of CRIPs since its beginnings is a testament to the programs' reaction to demands of educators, students, and parents in response to a changing world in which the amount of information has constantly exploded. Institutions are under pressure to produce better informed and more highly skilled students. Professors are therefore under pressure to give students the best possible preparation to enable them to have successful lives and careers. (Contains 29 references.) (SG)

ED 367 944 CS 011 621

Cardone, Janine Lord
A Study of the Relationship between Basal Illustrations and Contextual Meaning.
PUB DATE- Apr 94
NOTE- 56p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Comparative Analysis; Content Analysis; *Context Clues; Grade 1; *Illustrations; Primary Education; Reading Research
IDENTIFIERS- Text Design

A study determined the relationship between basal illustrations and contextual meaning. Five basals were analyzed to determine the percentage of illustration miscues appearing in each story. The basals chosen were from Silver Burdett and Ginn, Houghton Mifflin, Scott Foresman, Holt Rinehart and Winston, and D.C. Heath and Company. Results indicated that D.C. Heath and Company and Silver Burdett and Ginn had the highest percentage of pictorial miscues. Findings suggest that illustrations found

ED 367 963 CS 011 641

Thomas, Adele
Developing Parenting and Literacy Skills Together: Effects on Parents of a High School Family Literacy Program.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Dropout Programs; Foreign Countries; High Schools; Journal Writing; *Literacy; *Parent Child Relationship; *Parent Education; *Parenting Skills; Parent Role; Program Effectiveness; Reading Aloud to Others; Writing Skills
IDENTIFIERS- *Family Literacy; Ontario

A study investigated the impact of a school-based family literacy program located in an urban, working-class Ontario, Canada neighborhood on parents enrolled with their toddlers. Subjects, 15 white female parents between the ages of 17.6 and 33 years who had not completed secondary education, were interviewed, wrote journals, and participated in parent-child literacy and social interaction activities. Results indicated that (1) participation in the family literacy program positively affected the ways in which most of the enrolled parents engaged in shared reading activities at home; and (2) half of the parents continued to be enrolled with plans to complete secondary school. Findings suggest that while the program involved parents in reflection about their parenting styles and that parents appeared to adopt a wider range of parenting styles, there is no evidence that parents continued to use the strategies at home after the program ended. Five tables are included. (Contains 19 references.) (RS)

ED 367 964 CS 011 642

Dietrich, Jean A.
The Effect of Auditory Perception Training on the Reading Ability of Adult Poor Readers.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adults; *Auditory Perception; *Auditory Training; Community Colleges; Decoding (Reading); Low Achievement; Program Effectiveness; *Reading Ability; *Reading Achievement; *Reading Improvement; Two Year Colleges; Word Recognition
IDENTIFIERS- *Community College of Rhode Island

A study examined the reading profiles of adult poor readers at a community college and investigated the effectiveness of auditory perception training in the reading ability of these adults. Subjects, 30 students from varied ethnic backgrounds attending the Community College of Rhode Island who were registered for a reading and study skills course, were placed into two equal sized groups based on the confines of the students' schedules and randomly assigned to one of two instructional conditions: a control group using a traditional

Paley, Karen Surman
The College Application Essay: A Rhetorical Paradox.
PUB DATE- 18 Mar 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Admissions Officers; *Audience Awareness; *College Admission; *College Applicants; Higher Education; Protocol Analysis; Student Attitudes; *Writing (Composition); *Writing Evaluation; Writing Research; Writing Strategies
IDENTIFIERS- *Rhetorical Strategies; *Writing Contexts

An informal study explored the dynamics of the task of writing college application essays, which urge self-revelation but are judged by omnipotent admissions committees. Four students in the top 17% of their class of 194 in a predominantly white suburban school completed think-aloud protocols as they drafted a response to an application question from a school of their choice. A copy of each essay was sent anonymously to four participating admissions officers--three representing private schools in the east, the midwest, and the west, and one representing a state school in the northeast. Admissions officers were tape recorded as they responded to the essays. Essays were not sent to admissions officers at schools where the students intended to apply for admission. In student protocols the percentage of reflections on any aspect of the rhetorical problem--audience, presentation of self, or purpose--ranged from 23% to 50%. Three of the four students did not acknowledge any concern regarding how open to be. They worried instead about their ability to differentiate themselves from the applicant pool. Analysis of admissions officers' responses indicated that oversensitivity to spelling, punctuation, penmanship, and length may be a sign of class bias. Findings suggest that successful essayists are able to compromise with a kind of rhetorical counterparadox that precludes a surrender of power and that balances the forces who call for self-exposure and those that "devour" the results. (Six notes are included. Contains 13 references.) (RS)

ED 367 983 CS 214 255

Bullion-Mears, Ann
Developing Collaboration and Teacher Reflection in a College Curriculum Class.
PUB DATE- Dec 93
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; *Cooperative Learning; Curriculum Development; Ethnography; Higher Education; Journal Writing; *Methods Courses; *Preservice Teacher Education; Secondary Education; Student Evaluation; *Teacher Behavior
IDENTIFIERS- *Reflective Writing; *Voice (Rhetoric)

An action research study examined a teacher's developing collaborative practices in her secondary curriculum development and instructional methods class. The class was composed of 14 women ranging in age from 21 to approximately 50 in a medium sized southwestern university. Data were collected through a

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Course Selection (Students); Critical Thinking; Higher Education; *Majors (Students); *Research Methodology; *Speech Communication; *Student Attitudes; *Student Research; Undergraduate Students
IDENTIFIERS- Researcher Role

This paper examines the role of research methods courses. The paper offers several "facts" concerning such courses and considers four myths and their role in the teaching of research courses in communication. Among the suspect "facts" cited in the paper are that today's students are both products and producers of an "information society"; information must be obtained, processed, and evaluated to be any good; and to understand research the student must first understand theory. The myths the paper discusses are: (1) research is math; (2) research is memorization and computation; (3) there is no career connection to learning about research; and (4) communication students cannot compete with business students. The paper concludes that, in reality, a grasp of the principles of human communication provides students with an ability to see the larger picture, to view individuals as people rather than units, and use their understanding of persuasion and information flow to produce the best outcome. (Author/SG)

ED 368 004 CS 508 472

Ma, Ringo
Ethos Derived from Karaoke Performance in Taiwan.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Communication Association (85th, Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; Case Studies; Communication Research; *Credibility; *Cultural Context; Cultural Influences; Foreign Countries; *Interpersonal Competence; Non Western Civilization; *Singing; *Skill Development; Theater Arts
IDENTIFIERS- *Ethos; *Karaoke; Rhetorical Stance; Taiwan

Karaoke (singing along to music videos) has swept Taiwan with such force that many people go to singing schools to improve their singing. Three cases in this paper demonstrate how the ethos, or credibility, of the singer is a combination of initial and derived ethos. Who the singer is tends to determine how much attention he or she receives initially. During the performance the ethos can be derived from the difficulty implied in the adopted method of singing (singing without recorded accompaniment, singing with recorded accompaniment only, and singing with recorded accompaniment and vocal), the difficulty of the chosen song, and/or his or her linguistic versatility (whether a singer can sing in different dialects and languages). In a society where the after-dinner speech is often substituted for by after-dinner karaoke, the ethos of the "singer" can be an issue as important as, if not more important than, the ethos of the public speaker when communication processes within it are analyzed. (Eleven references are attached.) (Author/SG)

ED 368 005 CS 508 498

PUB DATE- Feb 94
NOTE- 34p.; Paper presented at the Annual Meeting of the Western States Communication Association (San Jose, CA, February 23-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Communication Research; Higher Education; Nonverbal Communication; Sex Differences; *Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Behavior; Teacher Characteristics; Undergraduate Students; Verbal Communication
IDENTIFIERS- *Communication Behavior

A study determined the prototypical features of outstanding professors from the undergraduate student perspective (including verbal and nonverbal behaviors of outstanding professors) and whether female students placed different ranks on the prototypical features of the outstanding professors. The prototypical features of outstanding, or ideal, professors from the undergraduate student perspective included the general categories of class, interpersonal, and personal characteristics. Eleven more specific verbal and nonverbal communication behaviors were included in the 24-feature prototype of the outstanding professor generated by the 108 students registered in an upper-division communication class at a large midwestern university. They include: being a good speaker; encouraging interaction; movement; paralinguistics; giving and requesting feedback; going beyond the lecture by providing examples and stories; eye contact; smiling; appearance; use of time; and nonverbal decoding ability. Female and male students differed in the ranks they assigned to both general and specific prototypical features of outstanding professors. Five tables of data are included. (Contains 34 references.) (Authors/RS)

ED 368 024 CS 508 535

Stowell, Jessica
Faculty Can Adjust Communication Environments to Improve Interaction with Students: The Theories That Drive the Environment.
PUB DATE- Nov 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Environment; College Faculty; Color; Higher Education; Light; Literature Reviews; Nonverbal Communication; *Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- *Communication Behavior; Teacher Immediacy

Higher education faculty can be more effective by recognizing what causes immediacy and approach-avoidance behavior in their surroundings, what nonverbal signals they are sending, and how to control their environment, thereby enhancing their interaction with students. This paper examines immediacy theory, approach-avoidance theory, color theory, light theory, and the Asian art of placement, viewing how they explain behavior, especially in college and university environments. (Contains 15 references.) (Author/RS)

environmental robustness, organizational effectiveness, academic effectiveness, teaching effectiveness, school holding power, and student achievement. Five hypotheses were constructed and tested, viewing teacher work alienation as a mediator of the relationship between school centralization and effectiveness. Teachers from 31 elementary schools, 13 middle schools, and 14 high schools were surveyed. Teachers were also randomly selected for observation. The results of the study supported a significant, positive correlation between the degree of centralization and the degree of teacher work alienation. Relationships between work alienation and the various effectiveness indices were mixed in both direction and magnitude. Results were also inconclusive for a relationship between centralization and the effectiveness indices. When the effects of alienation were statistically controlled, the magnitude of the relationship between centralization and effectiveness was considerably reduced. (Contains 48 references.) (Author/JPT)

ED 368 044 EA 025 662

Becker, Myron; And Others
An Effective Schools Primer.
PUB DATE- Apr 92
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Accountability; Administrator Responsibility; Community Involvement; Educational Environment; *Educational Trends; *Effective Schools Research; Elementary Secondary Education; *Institutional Characteristics; Parent Participation; *Principals; Program Evaluation; Program Implementation; *School Effectiveness; Teacher Expectations of Students

According to pioneers in the effective-schools movement, every school can improve educational quality for all its students, including poor and minority children, by incorporating a set of essential, research-identified characteristics present in successful schools. This publication discusses basic elements of the ongoing effective-schools movement and discusses their application and refinement in various school settings. Chapter 1 reviews the effective-schools concept, describes its history and evolution, and discusses the basic correlates central to the effective-schools process, namely strong administrative leadership, a safe and orderly school climate, high expectations for student learning, a focus on instruction, testing and monitoring progress, and parent and community involvement. Each of the six succeeding chapters explains one of these correlates, using examples and commentary from researchers, school administrators, curriculum coordinators, university professors, and others. Chapter 8 discusses some implementation procedures. Chapter 9 reviews emerging trends in effective schools and school-improvement research and suggests future research directions. Each chapter is accompanied by numerous references. An appendix contains performance checklists for principals, superintendents, and board members. (MLH)

ED 368 045 EA 025 663

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
PUB DATE- Feb 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Centralization; *Decentralization; Educational Change; *Educational History; *Locus of Control; Parent Participation; Public Education; *School Based Management; School District Autonomy; School Restructuring; *State School District Relationship
IDENTIFIERS- Chicago Public Schools IL; Empowerment; Monroe County School District FL; Rochester City School District NY; San Diego Unified School District CA; Santa Fe Public Schools NM; *Standardization

School-based management is a reinvention and countermovement to a broader historical trend to centralize and standardize American education. The present study represents one component of the Organisation for Economic Cooperation and Development's project to investigate how schools in 12 member nations can most effectively respond to recent reforms. Chapter 1 examines the historical context of school-based management, focusing on the changing locus of control in American education. Despite the popularity of decentralized management, concurrent reforms at the district, state, and federal levels often constrain its full implementation and further the trend toward centralization. Chapter 2 introduces the underlying rationale and practice of school-based management reforms. Chapter 3 presents a plan for investigating school-based management in six school districts across the United States. Chapter 4 describes reform implementation in each district, and chapter 5 presents a cross-site comparative analysis of descriptive data. The final chapter reviews principal findings and provides recommendations for further reform efforts. Since school-based management is in an embryonic state, no final judgment concerning its effectiveness should be made. (Contains 113 references.) (MLH)

ED 368 064 EA 025 697

Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking across the Disciplines.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
PUB DATE- Jan 94
NOTE- 147p.; Prepared under the auspicious the Curriculum Reform Project.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum Development; *Curriculum Research; Elementary Secondary Education; Government Publications; *Mathematics Curriculum; Public Schools; *Science Curriculum; *Thinking Skills

This literature review is the first phase of an extensive review of curriculum reform in science, mathematics and higher order thinking across the disciplines. The first of eight sections is an executive summary addressing the major themes of the document. The second section deals with several general issues of curricular reform concerning teaching and learning. The next three sections address separate aspects of school curriculum: mathematics, science, and higher order thinking across the will build a substantial knowledge base, develop thinking and communication processes, and apply knowledge and processes. Seventeen more specific learner outcomes were also established to bridge the gap between educational goals, academic content, and student assessment. In March 1993, the State Educational Goals Committee established three categories of goals: learner, institutional support, and societal support. These goals were tied to assessment to improve student learning and were grounded on the belief that all students can learn. Indicators limited response performance, and portfolios provide the comprehensive information required to assess students' abilities. Some sample educational tasks that reflect the learner outcomes are included. A questions-and-answers section and the text of the Wisconsin learner, institutional support, and societal support goals are included. (JPT)

ED 368 084 EA 025 760

The Missouri Report: Achieving the National Education Goals, 1993.
PUB DATE- 28 Sep 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; Public Schools; *State Government; *State Programs; *Statewide Planning
IDENTIFIERS- *Missouri; *National Education Goals 1990

This report on Missouri's efforts to achieve the six National Education Goals for the year 2000 includes indicators to assess the state's progress in meeting those goals and program descriptions. Measures to achieve goal 1, to ensure that all children start school ready to learn, include education for preschoolers and their families, family crisis intervention, and health services. Reaching goal 2, raising the high school graduation rate to at least 90 percent, involves programs including coursework students see as valuable, and combating drugs and gangs. Goal 3 asks that students show competence in basic subjects and graduate prepared for responsible citizenship and employment. Programs for achieving this goal include statewide standards and assessment, school performance reports, vocational technology, and improved higher education. Professional development, technology, and education initiatives can meet goal 4, making students first in the world in science and mathematics. Goal 5 of adult literacy and lifelong learning can be achieved through improved adult education programs. Goal 6 of safe, disciplined, and drug-free schools can come through programs to decrease drug use and violence in schools, communities, and homes. A summary of the Missouri Outstanding Schools Act is included. (JPT)

ED 368 085 EA 025 761

The 1991-93 Biennial Report of the State of Wisconsin Department of Public Instruction.
PUB DATE- Oct 93
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Equity (Finance); *Educational Objectives; Elementary Secondary Education; Public Schools; *State Government; *State Programs

NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Child Rearing; *Community Programs; *Community Services; Coping; Daily Living Skills; Delivery Systems; *Developmental Disabilities; Family Problems; *Family Relationship; Family Structure; Human Services; Intervention; *Mental Retardation; Parent Child Relationship; Social Support Groups
IDENTIFIERS- *Mentally Retarded Parents; New York

This report provides basic information about parents with significant intellectual impairments and/or developmental disabilities and the programs and services in their communities designed to assist them. The report is based on reviews of 8 demonstration programs in New York State, record reviews, interviews with 41 enrolled families, and home visits to 25 enrolled families. The first chapter provides an introduction to the study, its methodology, and limitations. The second chapter looks at the parents and their families, including information on demographics; family structure; medical, mental health, and physical limitations; social histories; cognitive abilities; daily living skills; and parenting skills. The following chapter looks at the children and considers demographics, the clinical profile, their basic wellbeing, school performance, maladaptive behavior, and adaptive behaviors. The fourth chapter examines services received by the families, noting differing program models, funding differences, effects of family interests on services, intensity of service provision, nature of service provision, access to other community services, informal supports, and unmet service needs. The final chapter presents conclusions which note these parents' need for formal and informal supports, the importance of early intervention services and risk management procedures for their children, and the need for program staff skilled in working with this population. (Contains 15 references.) (DB)

ED 368 104 EC 302 858

Serving Parents Who Are Mentally Retarded: A Review of Eight Parenting Programs in New York State.
PUB DATE- Sep 93
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Child Rearing; *Community Programs; Community Services; Coping; Daily Living Skills; Delivery Systems; Demonstration Programs; *Developmental Disabilities; Family Problems; *Mental Retardation; Needs Assessment; Parent Child Relationship; *Parent Education; Parenting Skills; Program Evaluation
IDENTIFIERS- *Mentally Retarded Parents; *New York

This report describes eight programs funded by the New York State Developmental Disabilities Council to provide training and assistance to parents who are developmentally disabled. The report is based on review of program and client records and interviews with directors, staff, and enrolled families. The first chapter provides an introduction to the study, its methodology, and limitations. Descriptive profiles of the programs, budgets, staffs, and their sponsoring agencies are presented in chapter II. Chapter III focuses on the families served and the services offered by the programs. Chapter IV addresses specific operational aspects of the programs, ranging a classroom observation instrument. (Contains 47 references.) (DB)

ED 368 122 EC 302 877

Buckner, Alice E.
Mediating At-Risk Factors among Seventh and Eighth Grade Students with Specific Learning Disabilities Using a Holistically Based Model.
PUB DATE- 4 Aug 93
NOTE- 307p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; Attendance; Career Education; Dropout Prevention; Grade 8; High Risk Students; *Holistic Approach; *Interpersonal Competence; *Intervention; Junior High Schools; Junior High School Students; *Learning Disabilities; Mentors; Parent Participation; Parent Teacher Conferences; Peer Teaching; Self Esteem; Student Behavior; Student Motivation; *Teaching Models; Tutoring

The purpose of this practicum was to effect a substantial improvement in the academic and social profiles of 12 seventh-grade and 6 eighth-grade students with specific learning disabilities who had been targeted as potentially high risk candidates for dropping out of high school. Within a holistically based intervention model, five student objectives were sought: passing grades in at least three academic subjects, two electives, and physical education; an attendance profile that configured to district-based guidelines; demonstration of appropriate social skills; and a satisfactory conduct record. The practicum comprised such interventions and activities as self-esteem and social skill training, career orientation, motivational techniques, peer tutoring/mentors, a parent telephone hotline, student progress reports, student tracking reports, and parent/teacher/student conferences. Expectations were exceeded at both the seventh and eighth grade levels in the areas of academics, attendance, and self-esteem. In addition, the eighth grade conduct objective was exceeded. The program has become an integral part of the exceptional education program in the practicum setting. Appendices contain several forms for use in administering the practicum. (Contains approximately 70 references.) (JDD)

ED 368 123 EC 302 878

Bradley, Dianne F.; And Others
Empowerment of the General Educator through Effective Teaching Strategies.
PUB DATE- Oct 93
NOTE- 34p.; Paper presented at the International Conference on Learning Disabilities (15th, Baltimore, MD, October 7-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; Cooperative Learning; Educational Practices; Elementary Education; Graduate Study; Higher Education; Instructional Effectiveness; *Learning Disabilities; *Mainstreaming; Peer Teaching; Practicums; *Regular and Special Education Relationship; Social Integration; Special Education; Teacher Education; *Teacher Effectiveness; *Teaching Methods; Team Teaching

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; Delivery Systems; *Disabilities; *Early Intervention; Models; *Policy Formation; Preschool Education; Program Development; *Transitional Programs

This booklet focuses on the role of interagency agreements in facilitating the transition of young children and their families from early intervention services to preschool services as children turn 3 years of age. Interagency agreements can be viewed as an "invisible brace" supporting families and staff as they consider many issues in moving from one service system to another. Interagency agreements can expand educational options while reassuring those legally and fiscally responsible for children's educational programs that they are acting properly. The role of service programs and the local interagency council in developing an interagency agreement for transitions is discussed. Laws that underlie the services for young children with disabilities and special needs are reviewed. Issues to be considered in drawing up an interagency agreement include: guidelines to promote continuity of services, avoiding duplication of assessment, logistical and technical support issues, and the level of formality. Two vignettes describe service transitions and the impact of interagency agreements. Components of a good interagency agreement are listed. The booklet closes with an interagency agreement currently in use and a model agreement. (JDD)

ED 368 142 EC 302 900

Sprick, Randall; And Others
Interventions: Collaborative Planning for Students at Risk. A Resource for Administrators, School Psychologists, School Counselors, Classroom Teachers, Resource Teachers, Behavioral Specialists, Mentor Teachers, and Intervention Teams (SSTs, TATs, etc.) and Procedural Manual.
PUB DATE- 93
NOTE- 712p.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; Classroom Environment; *Classroom Techniques; Consultation Programs; Cooperative Planning; Elementary Secondary Education; Goal Orientation; *High Risk Students; *Intervention; Mentors; Program Development; Prompting; Reinforcement; Self Control; Skill Development; Stress Management; Teacher Student Relationship; Teamwork
IDENTIFIERS- Self Monitoring

This set of materials is designed to assist in creating productive, safe, and respectful learning environments for students at risk. The materials are designed around the concepts of treating students with dignity and respect, developing students' skills for success, emphasizing positive interactions, using misbehavior as a teaching opportunity, and staff working together. Through consultation and collaboration, staff members learn to share their expertise in developing practical intervention plans. A procedural manual provides staff, and project personnel. (MSE)

ED 368 161 FL 021 711

The Teaching of Modern Foreign Languages in Primary and Secondary Education in the European Community.
PUB DATE- Dec 92
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compulsory Education; Educational Change; *Elective Courses; Elementary Secondary Education; FLES; Foreign Countries; *International Educational Exchange; International Programs; *Language Role; Language Teachers; Second Language Instruction; *Second Languages; Teacher Education
IDENTIFIERS- *European Community

Information is presented on the policy and trends in modern foreign language teaching in member states of the European Community, including Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, the Netherlands, Portugal, England, Wales, Northern Ireland, and Scotland. The report begins with an executive summary, including graphs of the number of years and hour one or two second languages are taught to pupils aged 6-18. This summary is followed by a description of the situation in each member state, including provision of modern foreign language teaching in elementary and secondary schools (languages taught and for how many hours per week), initial training of foreign language teachers (including exchange programs), in-service training of language teachers, and pupil exchanges. Enrollment, teacher, and exchange data are included where possible. In addition, data on the European Community's LINGUA program of action in support of language teaching are included. (MSE)

ED 368 162 FL 021 729

Olsen, Roger E. W-B
Enrollment Statistics of Limited English Proficient Students in the United States (1985-1993).
PUB DATE- 93
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Adult Students; Elementary School Students; Elementary Secondary Education; *English (Second Language); *Enrollment Rate; Financial Support; *Limited English Speaking; National Surveys; Secondary School Students; Second Language Instruction; *Uncommonly Taught Languages

Data on enrollment of limited-English-proficient (LEP) students in elementary and secondary (K-12) and adult education are presented for each state and territory. The information is drawn from a national survey. The report contains two main parts. The first is a summary of findings, with tables showing K-12 and adult enrollments by state/territory and school year from 1985-86 to 1991-92, including overall totals and percentages for each year. The second part contains more detailed state profiles, with data presented by year, overall public school enrollment (K-8, 9-12, and totals), adult education enrollment (adult secondary and basic), LEP enrollments (K-8, 9-12), percentages and ratios, funding sources, identification criteria, and enrollments for specific

NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; Course Descriptions; *Educational Resources; *English (Second Language); Foreign Countries; Higher Education; *Independent Study; Information Sources; *Learning Strategies; Second Language Learning; *Study Skills
IDENTIFIERS- Japan

A Japanese university course in English as a Second Language is described. The course focuses on developing students' independent learning skills. It consists of a series of learning modules, each focusing on a particular learning resource available to anyone in Japan. The resources recommended for independent acquisition of different language skills, categorized here by skill area (reading, writing, listening, and speaking) include publications, group and individual activities, travel, organizations, and techniques for creating or maximizing language practice opportunities. Each instructional module provides information on a different kind of resource, including information on locating it and arranging for delivery of or access to it. Students are also guided through an exercise in using the resource and taught criteria (interest, intelligibility, and feasibility) for selecting resources for themselves. Each student is required to keep a diary of occasions on which he has used an English learning resource. Students are encouraged to use their imagination and draw on experience. It is suggested that the course is successful in sensitizing students to learning opportunities. (Contains 9 references.) (MSE)

ED 368 182 FL 021 928

Perkins, Kyle; And Others
Predicting Item Difficulty in a Reading Comprehension Test with an Artificial Neural Network.
PUB DATE- Mar 94
NOTE- 22p.; Paper presented at the Annual Language Testing Research Colloquium (16th, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Computer Assisted Testing; Expert Systems; Item Analysis; Linguistic Theory; *Neurolinguistics; Predictive Measurement; *Predictive Validity; Reading Comprehension; *Test Items; *Test Reliability
IDENTIFIERS- *Neural Networks

This paper reports the results of using a three-layer backpropagation artificial neural network to predict item difficulty in a reading comprehension test. Two network structures were developed, one with and one without a sigmoid function in the output processing unit. The data set, which consisted of a table of coded test items and corresponding item difficulties, was partitioned into a training set and a test set in order to train and test the neural networks. To demonstrate the consistency of the neural networks in predicting item difficulty, the training and test sets were repeated four times starting with a new set of initial weights. Additionally, the training and testing runs were repeated by switching the training set and the test set. The mean squared error values between the actual and predicted item difficulty demonstrated the consistency of the neural networks in

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; Cultural Awareness; Cultural Differences; *Cultural Influences; Foreign Countries; Language Patterns; Language Usage; *Mothers; *Parent Child Relationship; *Parent Role; *Speech Habits; *Young Children
IDENTIFIERS- Canada; Japan; United States

Conversations between mothers and children from three different cultural groups were analyzed to determine culturally preferred narrative elicitation patterns. The three groups included Japanese-speaking mother-child pairs living in Japan, Japanese-speaking, mother-child pairs living in the United States, and English-speaking Canadian mother-child pairs. Comparisons of mothers from these groups found that: (1) both Japanese-speaking groups provided less evaluation of their children's discourse than the English-speaking group; (2) both Japanese-speaking groups gave more verbal acknowledgement than did the English-speaking group; and (3) Japanese mothers in the United States requested more description from their children than Japanese mothers living in Japan. At 5 years of age, Japanese-speaking children, whether living in the United States or Japan, produced about 1.2 utterances per turn, whereas English-speaking children produced about 2.1 utterances per turn. Thus, whereas English-speaking mothers allow their children to take long monological turns, and even encourage this behavior, Japanese mothers simultaneously pay considerable attention to their children's narratives and facilitate frequent exchanges. Implications of these findings are further considered in the light of improving cross-cultural understanding. (MDM)

ED 366 203 FL 021 989

Lemke, Laura A.
Elementary Foreign Language Program in the Grand Blanc Community Schools, 1993-1994 (K-3): A Practical Handbook.
PUB DATE- Sep 93
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; Curriculum Guides; Discipline Policy; Educational Objectives; Field Trips; *FLES; *Information Dissemination; Lesson Plans; Parent School Relationship; Primary Education; *Program Design; Public Relations; Scheduling; *Second Language Programs; Spanish; Student Evaluation
IDENTIFIERS- *Grand Blanc School District MI

The guide is designed as a resource to help elementary school administrators and teachers in the Grand Blanc (Michigan) Community School district understand the rationale for beginning an elementary foreign language program, program types, and specifics of the district's model and philosophy. Chapters address the following topics: the rationale and benefits of foreign language in the elementary school (FLES); definitions and program models; a summary of the Grand Blanc Spanish model; the program's philosophy and goals; outcomes and objectives; scope and sequence; roles and expectations of administrators, language teachers, and regular classroom teachers; details of the daily schedule, timeline, and time allocation study; a typical lesson plan format and sample content-based lesson plans; evaluation and report cards; discipline policy; principles and practices for involving parents; commonly-asked questions, with answers; sample letters and vocabulary lists for communicating with parents; guidelines

Knowledge Production with Latino Adolescents" (Catherine E. Walsh). (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 368 223 FL 800 751

NCLE Notes, 1991-1993.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Literacy; Classroom Techniques; *English (Second Language); *Literacy Education; Statistical Analysis; *Teaching Methods; Whole Language Approach
IDENTIFIERS- Participatory Approach

This document consists of the six issues of "NCLE Notes", the newsletter of the National Clearinghouse on ESL (English as a Second Language) Literacy Education (an adjunct ERIC Clearinghouse) published during the three-year period 1991-1993. Major articles in these issues include: "Issues in Literacy Education"; "The National Literacy Act and ESL Literacy"; "Tips for ESL Literacy Teachers"; "Making Meaning, Making Change" (excerpted from a book of the same title); "A Teacher Talks Shop on the Participatory Approach"; and "Whole Language and Adult Literacy." In addition, each issue contains a resource update and a news in brief section. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 368 224 FL 800 756

Bernard-Johnston, Jean
Singing the Lives of the Buddha: Lao Folk Opera as an Educational Medium.
PUB DATE- May 93
NOTE- 351p.; Doctoral Dissertation, University of Massachusetts, Amherst.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Acculturation; Buddhism; Culture Conflict; English (Second Language); Epistemology; *Folk Culture; *Land Settlement; *Lao; Native Language Instruction; *Opera; Refugees; *Teaching Methods; Uncommonly Taught Languages

This dissertation explores the role of Lao folk opera as a medium for constructively addressing problems of cultural conflict and acculturative stress that have risen among lowland Lao refugees and their children in urban America. The central focus of the inquiry is on the ways Lao folk opera currently functions as a learning medium in the resettlement context. The need for validation of such locally produced endogenous media has become increasingly apparent as long term resettlement issues continue to emerge as threats to linguistic and cultural diversity. The review of literature encompasses the role of oral specialists in traditional societies, Buddhist epistemology in the Theravada tradition, and community education in rural Lao culture. These sources provide the background necessary to an understanding of the medium's capacity for encapsulating culture and teaching ethical values in ways that connect past to present, distant to near. (Author) standards. The paper also argues that current education policy can be usefully analyzed in terms of discourses of power and their relation to systems of control and bureaucratic surveillance and that current policy has been constructed in accordance with a political agenda for social control and ideological reordering with devastating consequences for intellectual freedom and student learning. (Contains 15 references.) (JB)

ED 368 244 HE 027 256

Washington State Work Study: More Than a Financial Aid Program. An Evaluation of the Impact of the Washington State Work Study Program on Students' Career Selection and Employability after Graduation.
SPONS. AGENCY- Washington State Higher Education Coordinating Board, Olympia.
PUB DATE- Nov 91
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Exploration; *College Students; *Education Work Relationship; Employer Attitudes; Employment Potential; Higher Education; State Programs; Student Characteristics; *Student Financial Aid; Work Experience; *Work Study Programs
IDENTIFIERS- *Washington

This study examined effects of participation in the Washington State Work Study program on students' career selection and full-time employment opportunities after graduation. The program provides financial assistance to needy students by stimulating and promoting their employment--as much as possible in jobs related to their academic pursuits or career plans. The study conducted telephone interviews with a representative sample of 905 participants who graduated between 1987 and 1989 and with 300 of their post-graduation employers. This information was merged with data on participants' demographic characteristics, their financial aid awards, and the type of institution they attended. Analysis indicated that the State Work Study program enables students who otherwise could not attend college. In addition participation appeared to help students define their career goals, plan their educational program; prepare for a career; and more readily find a job after graduation. The work study experience itself sometimes led to a permanent job or a job referral. Employers confirmed the value of a job applicant's work experience. Extensive information in the appendix includes comparison data, tables, results of regression analysis, and occupation, industry and study categories. (JB)

ED 368 245 HE 027 257

Assiter, Alison
Cognitive Skills in Workplace Learning?
PUB DATE- 94
NOTE- 17p.; Paper presented at the Society for Research into Higher Education Conference (Brighton, England, December 14-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; College Faculty; *Education

DESCRIPTORS- *Academic Education; *Articulation (Education); *Change Strategies; Cooperative Planning; Coordination; Curriculum Development; *Educational Change; Educational Cooperation; Educational Practices; Education Work Relationship; *Integrated Curriculum; Secondary Education; Teaching Methods; Transitional Programs; *Vocational Education

A study analyzed the experience of eight schools that had begun working to integrate their academic and vocational education programs several years before passage of the 1990 Perkins Act amendments. The following common themes were identified as collectively defining integration as a distinct reform effort: (1) richer, better sequenced curricula that enhance academic and generic skills needed by all workers; (2) facilitative instruction that motivates students to learn and provides them with a practical/applied understanding of the world; (3) increased collaboration and coordination among academic and vocational teachers to create a more unified schooling experience; and (4) more attention to the skills and knowledge students need to make an effective transition from school to work and college. The study also demonstrated that integration can apply to all high schools, should be approached as a school improvement effort, flourishes in a permissive regulatory environment, can take years to implement, and complements other current systemic reforms. (MN)

suggested that agents saw the job dimensions as unchanged and experienced no change in personal satisfaction. Satisfaction with compensation and supervision improved, whereas satisfaction with co-worker relations declined. The conclusion was that implementation of issues-based programming and clustered work units had not altered extension agents' perceptions of core job dimensions or levels of job satisfaction, but may have affected some aspects of satisfaction with the work context. (A list of 30 references and the instrument are appended.) (YLB)

ED 367 804 CE 065 827

Ghazalah, I. A.
1979 Vocational Education Graduates in 1988. A Longitudinal Study Based on Federal Income Tax Data and Executive Summary.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 93
NOTE- 159p.; For related reports, see CE 065 828-829.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Associate Degrees; Comparative Analysis; Educational Status Comparison; Employment Patterns; *High School Graduates; High Schools; *Income; Job Training; *Outcomes of Education; Postsecondary Education; Salary Wage Differentials; State Aid; State Surveys; Tables (Data); Taxes; *Vocational Education; Vocational Followup
IDENTIFIERS- *Ohio

The sixth annual study of the economic performance of 15,055 graduates in 1979 of 14 vocational programs in Ohio used federal income tax records. Twelve of the programs with 13,109 graduates were secondary vocational programs. A total of 1,946 students graduated from 2 associate programs. The income of completers of vocational programs was compared to income of equivalent groups in the general population. The study also investigated the geographic mobility of vocational graduates since 1979. Results indicated predominantly higher incomes of vocational graduates than others in the general population. The result varied by vocational program, but the ratios were higher than 1 for the 1979 graduates in all programs for all years of the study (1983-1988). In all 12 secondary programs, the ratios were higher in 1988 than in 1983. For the 1979 graduates of the two associate programs, the ratios in 1988 were higher than the 1987, 1986, 1985, 1984, and 1983 ratios. Findings showed a continuing margin between incomes of vocational graduates and the equivalent group in the general population. (An executive summary and 64 tables and diagrams are included.) (YLB)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Choice; *Career Exploration; *Employment Potential; Job Skills; Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Secondary Education; *Special Needs Students; Teaching Guides; Teaching Methods; Vocational Education

This unit is one of three self-contained modules for self-assessment, career exploration, and life skills designed for use with special populations (persons with disabilities, educationally and economically disadvantaged persons, persons with limited English proficiency, students in programs designed to eliminate sex bias, and prisoners) in vocational education classes. The module integrates student activities, an instructor guide, and a student guide written on the sixth- and seventh-grade reading levels. It includes the following: a matrix of competencies and skills cross-referenced to the Missouri Pre-Employment and Work-Maturity Competencies, suggestions for teachers, a resource section listing 2 software programs, 16 videotapes, and 11 textbooks; and 16 lessons. The lessons cover the following: introduction to occupational clusters; agribusiness and natural resources; communications and media; construction; environment; fine arts and humanities; health; homemaking; hospitality and recreation; manufacturing; marine science; marketing and distribution; office technology; personal services; public service; and transportation. (KC)

has been considered a key in the process to reform and modernize social structures. In the 1990s, democratic governments have promoted popular participation to solve development problems. This context poses new challenges that have practical and theoretical implications for popular education and evoke new themes for discussion. Innovative methodologies are needed to improve the quality of educational processes. The theme of transmission of knowledge and power appears to be very important. The perspective of an active relationship between educators and students with reciprocal processes of transmission and appropriation places the problem of autonomy of popular groups in a different perspective. Popular education must undertake a new type of analysis that permits an understanding of economic, class, and gender relations from the point of view of indigent cultures. In some cases, new relationships of cooperation with the state must be created to attain a more extensive and national implementation. Popular education must take account of gender differences and promotion of creativity and personal development. The problem facing educators is how to combine leadership with the equalizing discourse on which most of their action is based. (YLB)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Basic Skills; *Child Development; Intergenerational Programs; Learning Activities; *Literacy Education; Parent Child Relationship; *Parent Education; Parent Materials; *Parents as Teachers; Preschool Education; Program Guides
IDENTIFIERS- 353 Project; *Family Literacy

This guide is designed to help facilitators tailor the Reach and Teach program to their clients' individual needs. Reach and Teach is a family literacy project designed to improve the parenting and basic skills of clients of family agencies in Pinellas County, Florida. The program emphasizes enhancing the parent's role as the child's nurturer and first teacher. Discussed first are the rationale for family literacy programs and factors motivating adults to return to school. General information on the Reach and Teach program is followed by tips to help facilitators introduce, present, and evaluate the program and conduct program follow-up. Presented next are the following: Reach and Teach vocabulary, a list of library partners and story hours, information on education for adults in Pinellas County, Reach and Teach resources, and various program forms. The remainder of the guide contains all the materials included in the Reach and Teach parent booklet: tips for reading to children and helping their language development; 37-item book list; 7 levels of developmental signals manifested by children from birth to age 5 along with steps parents can take to facilitate children's development; and selected songs, poems, and rhymes. (MN)

PUB DATE- 92
NOTE- 20p.; Small Business Forum, volume 10, number 1, p63-80, Spring 1992 (reprints).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Business Administration Education; *Case Studies; Codes of Ethics; *Ethical Instruction; *Ethics; Moral Values; Teaching Guides
IDENTIFIERS- *Business Ethics

This teaching guide is for instructors who wish to include a discussion of ethical dilemmas in their regular business seminars and workshops. It discusses why it is essential to teach ethics and how to do so. It reviews the format of specially annotated ethics cases that are designed to help teach business ethics and shows how to use them. These steps for guiding an ethics discussion are described: (1) participants provide their own written response to the ethical dilemma; (2) participants are divided into groups, where they present their answers and work to reach group consensus on what to do and why; (3) a member of each group writes the group's answer on a flip chart or chalkboard; (4) for each group response, participants discuss the five ethical analysis questions; (5) participants discuss what policies/procedures/reward systems might be adopted to improve the situation for the future; (6) participants discuss in greater detail the key issues; and (7) participants discuss their responses to the ethical dilemma based on five ethical theories. Step 7 is presented in a section that provides an analytical framework for exploring ethical dilemmas. It discusses the stakeholder concept and five ethical theories: egoism, social group relativism, cultural relativism, utilitarianism, and deontology. The two business ethics discussion cases focus on job layoff and the pricing dilemma. (YLB)

not covered in basic tutoring workshops. The manual summarizes a variety of approaches commonly used to instruct adults and provides background for three modes of teaching and the process approach to writing. The manual also provides tutors with a variety of lists for use in aiding students to decode and comprehend. The manual is organized in eight sections: (1) the three columns of learning (coaching, discussion, and didactic instruction); (2) teaching methods; (3) teaching writing; (4) instructional systems; (5) goal setting and lesson planning involving students; (6) student reading assessment; (7) working with learning disabled adult students; and (8) word lists for tutoring. Contains 72 references. (KC)

ED 367 902 CE 066 120

Lorenzen, Elizabeth A.; And Others
Interviewing Guidelines.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Seniors; *Employment Interviews; Higher Education; Job Applicants; *Job Application; *Job Search Methods; Personnel Selection

Directed especially at graduating college seniors, this paper contains information about employment interviews and how to prepare for them. Subjects discussed include the following: preparing for interviews (analyzing strengths and weaknesses, gathering information about the company); points to remember (dress codes, follow up thank-you letters); types of interviews (informational interviews, practice interviews, campus interviews, preliminary interviews, on-site interviews, and travel expenses for on-site interviews); questions asked by employers, questions to be asked by employment candidates, and illegal questions; interview evaluations; job offers, and resources available at the Indiana State University Career Center. (KC)

DESCRIPTORS- Affirmative Action; *Blue Ribbon Commissions; Crime Prevention; *Curriculum Development; Dropout Prevention; *Educational Environment; Family Life; Guidelines; High Schools; *High School Students; *Homosexuality; Lesbianism; School Policy; *School Safety; School Surveys; Student Attitudes; Suicide; Violence
IDENTIFIERS- *Massachusetts

The Massachusetts Commission on Gay and Lesbian Youth prepared its first annual report on various issues of concern to homosexual youth. The Commission seeks to work on prevention of youth suicide, violence prevention, and prevention of problems faced by young homosexuals in schools and the family. The Commission sought information from a series of five public hearings across the state in the fall of 1992. National studies and professional articles were also consulted as well as surveys of local high school students' attitudes about gay and lesbian youth issues. Problems facing this group include harassment in school, isolation and suicide, dropping out and poor school performance, lack of adult role models, and lack of understanding in their families. Exploration of these problems led to the following series of recommendations to make Massachusetts school environments safe for gay and lesbian students: (1) implement school policies protecting gay and lesbian from discrimination; (2) train teachers, counselors, and school staff in crisis intervention and violence prevention; (3) establish school-based support groups from gay and straight students; (4) provide information in school libraries for gay and lesbian adolescents; and (5) develop curricula that include gay and lesbian issues. Appendixes contain survey results and the executive order creating the Commission. Includes a 33-item bibliography. (JB)

in first-grade basals do not always relate to context. (Two tables of data and descriptions of basals with noted miscues are included. (Contains 29 references.) (Author/RS)

ED 367 945 CS 011 622

A Case Study of Three States' Dissemination of "Research within Reach: A Research Guided Response to Concerns of Reading Educators."
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
NOTE- 44p.; A collaborative effort among the Regional Exchange at Southwest Educational Development Laboratory, the Research and Development Interpretation Service at CEMREL, and the System Support Service at Far West Laboratory.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Case Studies; Diffusion (Communication); Elementary Secondary Education; Higher Education; *Information Dissemination; Inservice Teacher Education; *Marketing; *Reading Research; Staff Development; Teacher Attitudes; *Theory Practice Relationship
IDENTIFIERS- Reading Management

An exploratory case study examined the distribution patterns and subsequent use of "Research within Reach: A Research Guided Response to Concerns of Reading Educators" in three states during the period October 1978 to February 1980. Copies of the book were distributed at regional conferences, state workshops, inservice workshops, and via direct mail. Techniques for choosing the purposive sample differed for each state, reflecting the rationale of describing the use of the book rather than evaluating the extent of its use. A total of 68 administrators, supervisors of reading programs, reading specialists, contact persons for statewide information services, school superintendents, principals, and faculty members of schools of education were interviewed. Tentative results indicated that (1) the primary users of the publication were persons with inservice responsibilities; (2) characteristics that positively influenced the use of the publication included its content, a sound research base, its question-and-answer format, and the fact that teachers were used as a source of questions to be answered by research; (3) the publication was perceived to be particularly helpful when the individual or the organization placed top priority on reading; (4) effective dissemination strategies included presentation at workshops whose recipients have inservice responsibilities, and introduction of the book by someone or some institution which the recipient values or trusts; and (5) non-interactive strategies (direct mail of unsolicited single copies) were the least productive. Future research should continue to focus on the relationship between dissemination strategies and use. (Several unnumbered tables of data are included.) (RS)

metacognitive approach and an experimental group using a phonological skills approach based on the "Auditory Discrimination in Depth Program." Pre- and posttest results from a variety of measures were compared. The final subject group used for analysis consisted of 21 students. Results indicated that (1) subjects continued to be plagued by deficiencies in phonological processing and word attack skills; (2) knowledge of vocabulary was low; (3) subjects' reading comprehension scores were below the tenth percentile for students at the end of twelfth grade; (4) spelling was poor; however, (5) the experimental group made significant improvement on phonological tasks. Findings suggest that phonological skills do appear to be important to the reading process and that it is possible to teach adults phonological skills. Follow-up research is called for, and a longitudinal study would be helpful. Three tables and one figure are included. (Contains 21 references.) (RS)

reflective journal and from certain student generated artifacts: walking journals, a mid-course evaluation, and the final required university course evaluation. Data analysis revealed two themes: the evolution of student voice and the redefinition of teacher voice. Data representing instances of student voice were sought when students were given opportunities to collaborate with each other or the teacher in the decision making process. Students were also given opportunities to engage in self and peer evaluation and final grades were negotiated with the instructor at an end-of-term conference. The reflective journal itself was important in helping the teacher to articulate her voice as a teacher. She had the greatest difficulty in achieving balance and control, determining if and when to intervene. Final reflection delineated the need for the instructor to scaffold students as they develop new collaborative learning patterns. (Author/RS)

ED 367 984 CS 214 256

Cobine, Gary R.
Publishing-Project Report: Writing as a Response to Reading.
PUB DATE- 7 Feb 94
NOTE- 58p.; Exit Project, Indiana University. Some papers are on colored paper; student comments may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audience Awareness; Higher Education; Remedial Instruction; *Revision (Written Composition); *Writing Assignments; *Writing for Publication; *Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- Indiana University East; Purpose (Composition)

A study examined how student-writers accommodated a real audience--that is how they adapted their writing to communicate clearly and forcefully with an audience other than the teacher. Subjects, 18 students in a pre-composition, remedial English course at Indiana University East, were asked to revise the formal drafts into a "publication" of the fourth of six writing assignments, based on comments from their fellow students. Pre-publication drafts were compared to the post-publication draft to find evidence of new-found rhetorical concern for audience with regard to purpose, tone, message, method, and order. Results indicated that 13 of the students became aware of at least one new rhetorical concern and attempted to make an appropriate change in their writing, and that most changes were attempts to clarify. Results also indicated that three of the student-writers who made "superficial" changes had already mastered their rhetorical concerns and probably needed a more sophisticated response than their classmates could offer. Findings suggest that the student-writers did attempt to adapt their writing to communicate with an audience, and that English teachers should make publishing a regular part of a writing assignment. (Numerous versions of several students' papers--including comments of other students--are attached.) (RS)

Doll, Howard D.
Graduate Degree Programs in Performance Studies.
PUB DATE- Nov 93
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Communication Research; *Graduate Study; Higher Education; National Surveys; *Oral Interpretation; Program Descriptions; Speech Instruction
IDENTIFIERS- *Performance Studies (Speech)

A study investigated the national status of graduate degree programs in Performance Studies in 1990. Of the 37 institutions offering master's of doctoral degrees in oral interpretation who were sent surveys, 22 (59%) responded. Results indicated (1) the loss of graduate programs was problematic; (2) some scholars had difficulty with securing same-field colleagues, research, and administrative support; (3) minority recruitment needs to be improved; (4) peer and colleague support seemed to be a significant problem; (5) rather than a decimation of the field due to budget cuts, the field of performance studies has consolidated and refined itself--programs are geographically available in every part of the country; (6) the majority of programs report few problems with staffing, research, colleague and administrative support; and (7) two-thirds of the institutions surveyed required performance studies for undergraduate majors, and almost half require it for undergraduate majors. (Twelve tables of data and 21 notes are included.) (RS)

ED 368 025 CS 508 536

McCullough, Mary
Commitments and Conflicts of a Feminist Ethnographer and Teacher: To Cultivate a Dialogue.
PUB DATE- Nov 93
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Research; Conflict; *Ethnography; *Feminism; Higher Education; *Research Methodology; Research Needs; Womens Studies
IDENTIFIERS- *Feminist Scholarship; Researcher Role; Researcher Subject Relationship

This paper first addresses assumptions about teaching and scholarly research, drawing from feminist theory in communication and women's studies. Second, the paper discusses one scholar's commitments as ethnographer and teacher to students, research participants, colleagues and others, including ways to enact those commitments in the classroom and the field. The paper then explores conflicts in the classes where resistance to feminist research and teaching abounds, and those encountered in the research process. The paper ends with an invitation for feminist scholars to continue discussions about their lives. (Contains 46 references.) (Author/RS)

Professional Standards for the Superintendency.

PUB DATE- Nov 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Responsibility; Administrators; Educational Administration; Educational Quality; Elementary Secondary Education; Higher Education; *Management Development; School Effectiveness; *Standards; *Superintendents

School superintendents hold many leadership responsibilities, and much of schools' effectiveness rests on the abilities of the superintendents to meet their responsibilities. Criticisms of superintendents' training and educational background usually stem from a professor's lack of attention to a broader range of leadership theories. What professional standards should a superintendent meet? The eight standards presented are a combination of policy-maker knowledge and extensive research. The standards should serve as a foundation for the development and improvement of superintendents' preparation programs. Additionally all superintendents should hold themselves personally accountable to the eight standards. The eight standards for the superintendency are: (1) leadership and district culture; (2) policy and governance; (3) communications and community relations; (4) organizational management; (5) curriculum planning and development; (6) instructional management; (7) human resources management; and (8) values and ethics of leadership. There is a two step approach for putting the standards into operation: allow the standards to influence programs at the superintendent preparation level, and create a Standards Board to ensure the standards are being upheld by current superintendents. (KDP)

disciplines. Each subject and section explores the historical context from which curriculum reform in this area emerges, characteristics of curriculum reform, required changes in curriculum, and current projects under way. The sixth section covers the process of curriculum reform. It is a multifaceted process that varies substantially from one time and setting to another. The next section addresses the context for reform in this country with attention given to national, state, and regional efforts at curriculum reform. The final section addresses the implications for the Curriculum Reform Project, for which this review of literature provided a foundation. A bibliography and a list of other Studies of Education Reform Program reports and a bibliography of 251 references are included (JPT)

ED 368 065   EA 025 698

How To Use Site-Monitoring Teams To Evaluate School-Based and School-Linked Health Centers.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Clinics; Elementary Secondary Education; *Health Services; *Partnerships in Education; Program Development; Program Effectiveness; *Program Evaluation; Public Schools; *School Health Services
IDENTIFIERS- *School Based Health Clinics; *Site Monitoring Teams

School-based and -linked health centers (SBHC and SLHC) are becoming innovative centers for providing health care to adolescents. The Center for Population Options (CPO) has designed a site-monitoring team model for SBHCs and SLHCs. The first phase is preparing for the site visit. This begins with contracting a team leader, assembling the team and conducting the initial orientation of both the team and health center staff. The second phase includes the first site visit. Data collection is conducted through record review, personal interviews, and nonparticipatory observation. Preliminary assessments and recommendations can also be made. In phase three the changes recommended by the team are implemented. Technical assistance and staff training may be needed during this phase. In the fourth phase the team makes a final visit. Any modifications are noted and a final report is prepared for use by the center administrator, sponsor, or funding agency. Appendices A through F include forms for administrative assessment, medical services assessment, psychosocial and/or health education assessment, school staff questionnaire, student interview questionnaire, and training needs assessment. (JPT)

IDENTIFIERS- *Wisconsin

This report describes the Wisconsin Department of Public Instruction's initiatives during 1991-93 and future goals. The goals of the Division for Handicapped Children and Pupil Services included increased leadership and awareness in alternative education programs, school restructuring, school-community collaboration, and educational equity. Future goals include meetings students' social, emotional, physical, educational, and career development needs. Division for Instructional Services goals include establishing state learner outcomes, development of the student performance assessment program, implementing student tests, expanding school-to-work programs, revising the education standards auditing process, and developing interdisciplinary curricular materials. The Division of Library Services goals include improving communication and cooperation between libraries and building a statewide electronic network. Division for Management and Budget goals include organizational changes and administrative rules changes. Division for School Financial Resources and Management Services goals include improving reporting procedures and abilities, educational opportunity programs, and educator services. Appendices A through F include reports for Alcohol and Other Drug Abuse (AODA) programs, public school compliance with pupil nondiscrimination requirements, learning assistance grants, collaborative program grants, the status of Indian education, and the Council on Library and Network Development. (JPT)

from their admission and discharge criteria to their assessment and treatment planning practices to their relationships with local child protective and preventive services. Chapter V provides a summary of the directors', staff's, and recipients' assessments of the programs' effectiveness, as well as Commission staff observations of program strengths and weaknesses. The final chapter provides conclusions and recommendations which focus on the need for adequate funding, the role of enrolled parents in service planning, the need for program standards, and the need for required training programs for volunteers and paid staff. Letters related to the report are appended. (DB)

ED 368 105 EC 302 859

Bartlett, Lucy E.
Student Evaluation of Tutors: The Development of an Evaluation Form.
PUB DATE- Feb 92
NOTE- 33p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Evaluation Methods; Higher Education; *Learning Disabilities; *Student Evaluation of Teacher Performance; Teacher Evaluation; Teacher Student Relationship; Test Construction; *Tutorial Programs; Tutoring; *Tutors
IDENTIFIERS- Brenau University GA

This practicum study developed a form for the evaluation of tutors by college students with learning disabilities at Brenau University (Georgia). Consultation with 15 experts in the field of college tutoring and a literature search led to the identification of 14 traits best evaluated by students. The evaluation form was developed and field tested by 18 students. The form was then revised considering the input of tutors, the outside experts, and the students. The evaluation form is recommended for use at mid-term, with follow-up consultations for improvement of tutoring. The evaluation form itself is appended. (Contains 17 references.) (DB)

IDENTIFIERS- *Inclusive Schools

Johns Hopkins University and Montgomery County Public Schools, Maryland, jointly sponsor the program "SUPPORTS for Least Restrictive Environment," a graduate program in special education which supports the vision of educating all students together in the general education classroom. In the practicum phase of their program, general education teachers, in conjunction with a special educator in their building, included students with mild, moderate, and severe learning disabilities in their classes. They implemented strategies which resulted in positive changes in the academic and social achievement as well as positive changes in behavior of students with learning disabilities in general education settings. These academic interventions involved implementation of cooperative learning in a sixth grade science class, team teaching and cooperative learning in a third grade science class, and classwide peer tutoring in a second grade math and spelling class and a first grade reading class. Teachers also implemented behavior change strategies, focusing on remaining on task, completing classroom assignments, remaining seated during instruction, and exhibiting greater self-control. Through the use of effective and inclusive practices, these educators brought about positive changes in the academic, attitudinal, and behavioral achievement of students with learning disabilities in general education settings. Appendixes contain attitudinal surveys, pretests/posttests, and data relating to interventions. (JDD) information on how to design and implement high quality intervention plans. It discusses the initial request for assistance, the role of informal collaboration, a step-by-step 25-minute intervention planning process for minor to chronic problems, an in-depth intervention process for chronic to severe problems, skills needed by the interventionist, and creating a climate for collaboration. Sixteen booklets then describe how to set up, and implement major interventions; managing physically dangerous behavior, managing severely disruptive behavior, planned discussions to assist students with behavior problems, academic assistance, restructuring self-talk, signal interference cuing, mentoring, self-control training, goal setting and contracting, teaching desired behaviors, self-monitoring, structured reinforcement systems, managing stress, classroom management strategies, increasing positive interactions, and borderlines and consequences. The manual and each pamphlet contain references. (JDD)

native language groups. Two main conclusions are drawn from the data: that (1) LEP enrollment is increasing substantially; and (2) more school systems are reporting LEP student information. This is attributed to increased awareness of and concern for LEP learners. Identification criteria continue to vary from state to state. Further research on teacher certification requirements for teaching LEP students, closer examination of program models, and the degree of English language function in non-native English-speakers is recommended. (MSE)

ED 368 163 FL 021 730

Alderson, J. Charles, Ed.; And Others
Reviews of English Language Proficiency Tests.
PUB DATE- 87
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Bilingualism; Communication Skills; Comparative Analysis; Diagnostic Tests; *English (Second Language); English for Academic Purposes; Foreign Countries; Language Proficiency; *Language Tests; Nonverbal Tests; Student Placement; *Test Reliability; *Test Selection; *Test Use; *Test Validity; Verbal Tests
IDENTIFIERS- Great Britain

This guide contains descriptive and evaluative information on 47 major commercially-available English-as-a-Second-Language (ESL) tests in current use around the world. For each test, the following information is provided: complete title; acronym; publication date; targeted audience; intended purpose; scoring method; administration type (group or individual); test length; test components; costs; author(s); publisher, including complete address and telephone number; a review, which includes a description of the test and discussion of its reliability, validity, and related issues; and test and reviewer's references. An introductory section offers guidance on the use of the reviews, uses and misuses of testing, and purposes of testing (placement, measuring achievement, diagnosis, measuring proficiency). In addition, two sections provide an introduction to ESL proficiency testing in North America and an overview of ESL testing in Britain. (MSE) predicting item difficulty for the multiple training and test runs. Significant correlations were obtained between the actual and predicted item difficulties and the Kruskal-Wallis test, indicating no significant difference in the ranks of actual and predicted values. (Author/MDM)

ED 368 183 FL 021 929

Ross, Steven; Hua, Te-Fang
An Approach to Gain Score Dependability and Validity for Criterion-Referenced Language Tests.
PUB DATE- Mar 94
NOTE- 28p.; Paper presented at the Annual Language Testing Research Colloquium (16th, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; *Criterion Referenced Tests; English (Second Language); Higher Education; Language Proficiency; *Language Tests; Scores; *Test Content; *Test Reliability; *Test Theory

A general issue related to language program development involves the empirical rationalization of cut score decisions in criterion-referenced language tests. Cut score dependability focuses on the consistency of the decisions in repeated testing or the assessment of language learner performances. In this case, the issue is to determine the optimal index of gain score dependability in the pre-instruction and post-instruction approach to assessing the language learning gains. This paper examines an approach used in assessing gain score dependability in which the optimal index of gain score dependability is derived from examining the cut score dependability of the pre-instructional administration of the criterion-referenced test as well as the post-instructional criterion-referenced test, in relation to differences in the ratio of pre- and post-instruction variances. The database comes from a pre-instruction administration of a university-level academic listening test followed by a counterbalanced post-instruction administration of an alternate form of the same test after one semester of instruction. Results indicated only moderate gain score dependability, because the cut score was close to the mean proportion correct on the post-instructional test. (MDM) for planning an open house; program publicity; contingency planning (substitute teachers, illnesses, field trips); resources; lists of appropriate instructional materials and realia; and materials designed for information dissemination and distribution. (MSE)

ED 368 204 FL 021 991

Chebanne, Andy M.
The Imbrication of Suffixes in Setswana.
PUB DATE- 93
NOTE- 11p.; Paper presented at the Annual Conference on African Linguistics (24th, Columbus, OH, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bantu Languages; Foreign Countries; *Morphemes; *Morphology (Languages); *Phonology; *Structural Analysis (Linguistics); Structural Grammar; *Suffixes; Uncommonly Taught Languages
IDENTIFIERS- *Setswana

This paper examines a phenomenon in the Setswana language whereby certain affixes, when combining with the verbal base, adjust their positions and forms according to phonological rules that can be termed "imbrication." D. T. Cole, among others, made a fair attempt at a morphological identification of these realizations, but did not go further into the phonological motivations of the process. The type "/j/" (y) alternants are examined and an explanation of the variant "-itse" of the perfect morpheme "-ile" and of the variant "-ets-" of the applicative morpheme "-el" is given. (MDM)

ED 368 225 HE 027 120

On-Campus Enrollment and Geographic Origins in Arkansas Higher Education. Fall 1988.
PUB DATE- Oct 89
NOTE- 159p.; For 1989-1991 reports, see HE 027 121-123.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; *College Students; College Transfer Students; *Enrollment; Enrollment Trends; *Foreign Students; Full Time Students; Graduate Students; *Higher Education; *In State Students; *Out of State Students; Part Time Students; Place of Residence; Private Colleges; Public Colleges; School Demography; Tables (Data); Two Year Colleges
IDENTIFIERS- *Arkansas

This document reports data on on-campus enrollment and student geographic origins in Arkansas higher education for Fall 1988 in 12 figures and 25 tables. Part I treats on-campus enrollment by institution (at public four-year colleges, public two-year institutions, and all independent institutions), student level (data for Fall 1984 through 1988), student demographic factors (Fall 1984-1988, full- or part-time status, sex, and age) and by enrollment at public institutions by level and residency. An appendix to Part I contains 14 tables showing enrollment trends and student demographic factors by institution. Part II presents statistics on geographic and institutional origins of Arkansas college students, Fall 1988, including first-time-entering undergraduate students (data for Fall 1984 through Fall 1988), geographic origins of undergraduate students, entering undergraduate transfer students, and institutional origins of graduate and first professional students. An appendix to Part II contains tables on geographic origins of Arkansas college students by institution. Another appendix lists institutional names and abbreviations. (JB)

Work Relationship; Employer Attitudes; *Epistemology; Foreign Countries; Higher Education; Humanism; Knowledge Level; Liberalism; Student Attitudes; Teacher Attitudes; *Thinking Skills; *Work Experience
IDENTIFIERS- Blooms Taxonomy; *Knowledge Acquisition; United Kingdom

This philosophical and empirical investigation explored whether cognitive skills can be acquired in a workplace setting. A preliminary investigation looked at views of knowledge in liberal humanism where knowledge is a matter for individuals with transcendent minds with objects of knowledge being matters for which there is clear perceptual evidence. The investigation finds that this approach usually entails a dualist perspective that is problematic for contemporary life. The guild model conceives knowledge acquisition and validation in communities or "guilds." An empirical investigation adopted Bloom's Taxonomy as a basis for an interview questionnaire. A range of workplace supervisors, academic staff and students were interviewed and papers were written by academic staff in the various areas on the cognitive skills gained in the different settings. Factual knowledge gained and skills of application, analysis, synthesis, and evaluation in occupational settings emerged. The occupational settings were hotel catering management, nursing and health visitors, social work, applied chemistry, and life sciences. Overall the project showed empirical evidence of a range of cognitive skills acquired in workplace settings. (JB)

ED 368 246 HE 027 259

MacTaggart, Terrence J.
Improving System-Campus Relationships: Seven Principles.
PUB DATE- 24 Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Chicago, IL, March 24-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Boards of Education; College Administration; College Presidents; Economic Factors; *Educational Change; Educational Quality; Government Role; Higher Education; *Leadership Responsibility; Public Relations; *State Colleges; State Universities; Statewide Planning

Seven principles of higher education leadership may offer state college systems solutions for responding to external pressures to reform and internal pressures to satisfy faculty demands. External pressures on colleges and universities include erosion of the economic base for higher education, increasing public expectations, and criticism of the status quo. Internal constraints include perennial opposition to change, faculty unions, and resistance from some alumni and political supporters. Faced with these conflicting pressures a pragmatic, realistic view is called for. An examination of states which have restructured or merged institutions and systems in response to fiscal crisis yields seven principles for improving the relationship between campuses and their system offices: (1) let presidents lead; (2) work on big picture goals like increased access and quality at the system level and decentralize other decision making to the campus level; (3) reward achievement with increased financial support; (4) sacrifice uniformity for quality and distinctiveness; (5) favor advocacy over oversight (except in finance); (6) outplace central office functions; and (7) let the facts speak for themselves (publicize positive achievements of the state's colleges and universities). (JB)

ED 368 247 HE 027 260

Wadsworth, Deborah
Listening to the Public: The Key to a Constructive Debate about Higher Education.
PUB DATE- 25 Mar 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Chicago, IL, March 24-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agenda Setting; *Attitude Change; Change Strategies; *Educational Change; *Higher Education; Majority Attitudes; Mass Media Effects; *Public Opinion; Public Support

Using recent research on public attitudes about higher education some principles of public opinion formation may help higher education respond to its current challenges. That research shows parallel public attitudes to higher education and health care reform. On both issues people want change. They are not

ED 368 264 HE 027 280

Managing Information Technology as a Catalyst of Change. Track V: Optimizing the Infrastructure.
PUB DATE- 94
NOTE- 93p.; In: Managing Information Technology as a Catalyst of Change. Proceedings of the CAUSE Annual Conference (San Diego, CA, December 7-10, 1993); see HE 027 275.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; Educational Change; Higher Education; Hypermedia; *Information Management; *Information Systems; *Information Technology; Integrated Activities; Leadership; Program Development; Strategic Planning; *Telecommunications
IDENTIFIERS- Appalachian State University NC; Arizona State University; California Polytechnic State University; *CAUSE National Conference; Grambling State University LA; Monroe Community College NY; New York; University of Texas

This track of the 1993 CAUSE Conference presents eight papers on developments in computer network infrastructure and the challenges for those who plan for, implement, and manage it in colleges and universities. Papers include: (1) "Where Do We Go from Here: Summative Assessment of a Five-Year Strategic Plan for Linking and Integrating Information Resources" (Glenda F. Carter and others), which describes the telecommunications umbrella developed at Grambling State University (Louisiana); (2) "Wireless Communications--Come in Dick Tracy!" (Frank H. P. Pearce); (3) "Voice, Video & Data Backbone Network Project Implementation" (Bruce Longo and Barbara Robinson), which shares the experience of Monroe Community College (Rochester, New York) in implementing an integrated network environment; (4) "Some College/University Roles in the Transition to an Information Age Society" (Charles R. Blunt), which examines New York State's telecommunications development; (5) "Telecommunications ISDN = Opportunity" (Arthur S. Gloster II and James L. Strom), which describes computer network implementation at California Polytechnic State University and Appalachian State University (Boone, North Carolina); (6) "Strategies for Recovering the Costs of the Campus Data Network" (Michael Hrybyk); (7) "NIC Knack Paddy Whack Give That Information a Home: Campus Wide Information Systems and Its Service Agent the Network Information Center (William Brand), which discusses computer network infrastructure using Arizona State University as an example; and (8) "The Electronic Kiosk: Interactive Multimedia Goes Enterprise-Wide" (John Wheat), which describes the University of Texas' new electronic information services. (Some papers contain references.) (JDD)

ED 368 265 HE 027 281

Managing Information Technology as a Catalyst of Change. Track VI: Information Delivery To Support the Institutional Mission.
PUB DATE- 94
NOTE- 85p.; In: Managing Information Technology as a Catalyst of Change. Proceedings of the CAUSE Annual Conference (San Diego, CA, December 7-10, 1993); see HE 027 275. The 2-page appendix to the second paper contains extremely light type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

ED 368 283 HE 027 300

Hembroff, Larry A.; Rusz, Debra L.
Minorities and Overseas Studies Programs: Correlates of Differential Participation. Occasional Papers on International Educational Exchange: Research Series 30.
PUB DATE- Nov 93
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Ethnic Groups; Higher Education; *Incidence; Influences; Majors (Students); *Minority Groups; *Student Attitudes; Student Attrition; Student Experience; *Student Participation; *Study Abroad; Travel; Undergraduate Students
IDENTIFIERS- African Americans; *Michigan State University

This study identified factors leading to lower participation in study abroad experiences on the part of minority students at Michigan State University (MSU). A survey of MSU undergraduates (n=1,139) is analyzed in terms of percentage traveling abroad, world regions visited, attitudes related to travel experiences, travel experience by race/ethnicity, reasons given for decisions regarding study abroad opportunities, and participation in activities involving international issues. Enrollment data regarding attrition rates across racial/ethnic groups were also analyzed, along with a comparison of majors. Results indicated that there are differential rates of attrition among the racial/ethnic groups, partially accounting for the lower participation rate in study abroad, as students are more likely to travel abroad at the end of the sophomore and during the junior years. African Americans were also less represented among Arts and Letters majors, which yield a disproportionately large number of study abroad students. Some differences in the participation rates between minority and white students concern economic issues, fear of travel to unknown areas, fear of discrimination, and anxieties about language difficulties. Areas of further research are specified, and steps to increase minority participation in study abroad programs are suggested. Appendices present 14 tables and 2 figures displaying data from the study and a copy of the survey form. (JDD)

ED 368 284 HE 027 301

Annual Report on Higher Education in New Mexico, 1990. Accountability Data.
PUB DATE- Dec 90
NOTE- 126p.; For the 1991-1993 reports, see HE 027 302-304.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Budgets; College Faculty; *College Outcomes Assessment; College Planning; College Students; Educational Assessment; *Educational Finance; *Educational Planning; Educational Policy; Educational Trends; Enrollment; *Higher Education; *Long Range Planning; Minority Groups; Planning Commissions; Public Colleges; State Colleges; Statewide Planning; Transfer Policy; Trend Analysis
IDENTIFIERS- *New Mexico; New Mexico Commission on Higher Education

This annual report provides an overview of major initiatives and

ED 368 302 HE 027 319

Selected Issues in the Federal Direct Loan Program. A Collection of Commissioned Papers.
PUB DATE- 94
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - General (140)
DESCRIPTORS- Administrative Policy; Evaluation Needs; *Federal Programs; Higher Education; Loan Repayment; Management Information Systems; *Paying for College; Postsecondary Education; *Program Administration; *Program Implementation; Proprietary Schools; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Direct Lending; *Student Loan Reform Act 1993

This document presents seven papers that address several aspects of the new direct lending federal loan program established by the Student Loan Reform Act of 1993. Among the topics examined are the following: (1) the experiences with implementing new student aid programs; (2) the policy questions involved in lending in proprietary (profit-making) trade and technical schools; (3) a review of the problems and prospects of the components of the old system of guarantee agencies; (4) questions concerning the use of the Internal Revenue Service as a vehicle for student loan repayment; (5) the development of a management system to permit evaluation of policy outcomes; (6) the issue of consumer education about the new program and other information; and (7) the technical issues of evaluation that surround the enactment of direct lending. Papers and their authors are as follows: "Policy Implications of Direct Lending - Possible Unintended Consequences" (Martin Kramer); "Proprietary Schools and Direct Loans" (Richard W. Moore); "Summary of Student Loan Reform Act of 1993 - Projected Effects on Guarantee Agencies" (Peter Keitel); "Issues in How Federal Student Loans Will be Repaid in the Future" (Arthur M. Hauptman); "Driven Management Information System - Identifying Information Requirements for Evaluating Policy Outcomes" (Ray Haines); "Direct Lending and Consumer Information" (Sandy Baum); and "The Federal Direct Student Loan Program - New Era or Old Error?" (Elizabeth Bauer Hicks). (Contains 10 references.) (GLR)

ED 368 303 HE 027 320

Mortenson, Thomas G.
Restructuring Higher Education Finance: Shifting Financial Responsibility from Government to Students.
PUB DATE- 7 Apr 94
NOTE- 46p.; Paper presented at the Annual Financial Aid Research Network Conference of the National Association of State Scholarship and Grant Programs and the National Council of Higher Education Loan Programs (11th, San Francisco, CA, April 7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Family Income; Federal Government; Government Role; Higher Education; Local Government; *Parent Financial Contribution; *Paying for College; *Resource Allocation; State Government; *Student

ED 368 321 HE 027 346

Tierney, William G.; Rhoads, Robert A.
Enhancing Promotion, Tenure and Beyond: Faculty Socialization as a Cultural Process. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 4p.; For the full report, see HE 027 347.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adjustment (to Environment); Beginning Teachers; *College Faculty; Cultural Context; *Cultural Influences; Faculty College Relationship; *Faculty Development; *Faculty Promotion; Graduate Study; Higher Education; Nontenured Faculty; *Socialization; Tenure
IDENTIFIERS- ERIC Digests; *Organizational Culture

This digest is a brief summary of a longer monograph of the same title on the importance of understanding faculty socialization as a cultural process in the context of the current changes urged on higher education. A section on how faculty socialization is conceptualized adopts a view of culture in which culture shapes and is shaped by social interaction. Consequently, to understand faculty means to come to terms with the cultural forces which shape faculty lives. These include the culture of the profession, the disciplinary culture, the institutional culture, and individual cultural differences. The monograph argues that faculty socialization takes place in two general stages: first, during their own undergraduate and graduate learning experiences and, second, during the organizational stage when new faculty face organizational challenges. It is also noted that, while faculty adapt to their institutions and cultures, institutions in turn adapt to their faculty members. The implications of such an understanding of the nature and importance of faculty socialization are shown to include the possibility of confusion and misinterpretation which is especially problematic during the tenure process and the need for clearly articulated organizational goals and objectives. Coming to terms with faculty socialization offers the key to many questions of organizational culture, commitment and mission. (JB)

ED 368 322 HE 027 347

Tierney, William G.; Rhoads, Robert A.
Enhancing Promotion, Tenure and Beyond: Faculty Socialization as a Cultural Process. ASHE-ERIC Higher Education Report No. 6.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 123p.; For a related digest, see HE 027 346. Title on title page is: Faculty Socialication as Cultural Process: A Mirror of Institutional Commitment.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adjustment (to Environment); Beginning Teachers; *College Faculty; *Cultural Context; Cultural Influences; Faculty College Relationship; Faculty Development; *Faculty Promotion; Graduate Study; Higher Education; Minority Groups;

ED 368 340 IR 016 594

Barker, Bruce O.; Dickson, Michael W.

Mathematics Live: A Case Study Development of a Satellite Distance Education Program for Teacher Inservice.

PUB DATE- Oct 93

NOTE- 15p.; Paper presented at a National Conference, "Distance Education: Sharing the Experience" (Portland, OR, October 27-30, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; *Communications Satellites; Cost Effectiveness; *Distance Education; *Educational Television; Elementary Secondary Education; Information Dissemination; *Inservice Teacher Education; *Mathematics Instruction; Questionnaires; Rural Areas; State Programs; *Teacher Attitudes; Teacher Education Programs; Training

IDENTIFIERS- Teacher Surveys; Western Illinois University

In 1993 the Western Illinois University and Illinois State Board of Education Satellite Education Network broadcast a series of 10 half-hour instructional programs focused on mathematics inservice training for Illinois school teachers in grades 5-8 and 9-12. Project funding came from the Eisenhower Mathematics and Science Education Program through the Illinois State Board of Higher Education. Because the programs were broadcast to such a large potential audience, it is not possible to obtain accurate data on the exact number of teachers who actually watched the programs. More than 49 schools had initially committed to watch the programs, and they were later distributed to over 25,000 schools in Illinois and over 1,000 schools in Texas. Responses of 128 elementary school teachers and 93 high school teachers to a questionnaire indicated that the approach is cost-effective and particularly useful for smaller rural schools. Teachers agreed that the programs were well-organized and articulate, and few criticized the programs or their content. Teachers found the training worthwhile and were appreciative of the convenience of watching at their home schools. Dissemination in other communities has confirmed that these programs are a useful recourse for inservice training in a practical and cost-efficient format. Six tables present evaluation results. (SLD)

ED 368 341 IR 016 596

Pina, Anthony A.

Macro I.S.D.: Using an Instructional Design Paradigm To Plan Non-Traditional Degree Programs.

PUB DATE- Feb 94

NOTE- 19p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Nashville, TN, February 16-20, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; Adult Students; Degrees (Academic); Educational Change; Higher Education; *Instructional Design; Interaction; Intermode Differences; Models; *Nontraditional Education; Systems Approach; *Systems Development; Teaching Methods

ED 368 360 IR 054 892

Lynch, Clifford A.
Accessibility and Integrity of Networked Information Collections. Background Paper.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- 5 Jul 93
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; Computer Networks; Copyrights; Educational Technology; *Information Networks; *Information Sources; *Integrity; Interlibrary Loans; *Legal Problems; Library Role; Library Services; Models; Privacy; Standards; Technological Advancement; *Telecommunications

This paper considers questions related to the integrity and accessibility of new electronic information resources. It begins with a review of recent developments in networked information resources and the tools to identify, navigate, and use such resources. An overview is then given of the issues involved in access and integrity questions. Links between access and integrity are stressed. For example, ensuring the integrity of a body of information is meaningless if there is no access to the body of information. The changing legal framework that governs the use of electronic information as contract law rather than simple sale within the context of copyright law becomes the dominant model for acquiring access to electronic information. Effects of this shift on libraries and the interlibrary loan system are examined. Other issues considered are those of the relationships between privacy and access in the electronic environment. Final sections consider identifying and citing electronic information works and networked information resources. It is emphasized that, until standards are developed and services in support of integrity and authentication are deployed, problems of access and integrity cannot be entirely resolved. (Contains 93 references.) (SLD)

ED 368 361 IR 054 895

Wells, Amy Tracy
Analysis of User Need with CD-ROM Databases: A Case Study Based on Work Sampling at One University Library.
PUB DATE- 23 Nov 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Case Studies; College Libraries; College Students; *Databases; Higher Education; Library Instruction; Library Services; *Optical Data Disks; Problems; Reference Services; *Search Strategies; *User Needs (Information)
IDENTIFIERS- Training Needs; *University of South Florida

Analysis of the needs of users of Compact Disk-Read Only Memory (CD-ROM) was performed at the Tampa campus of the University of South Florida. A review of the literature indicated that problems associated with selecting the appropriate database, searching, and requiring technical assistance were the probable areas of user need. The library has 17 databases and uses 9

ED 368 381 IR 054 950

Walling, Linda Lucas; Karrenbrock, Marilyn H.
Disabilities, Children, and Libraries: Mainstreaming Services in Public Libraries and School Library Media Centers.
PUB DATE- Feb 93
NOTE- 418p.; Revised, updated, and expanded version of "The Disabled Child in the Library" (Libraries Unlimited, 1983).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); Assistive Devices (for Disabled); Children; *Disabilities; Elementary Secondary Education; Evaluation; *Learning Resources Centers; Library Material Selection; Library Planning; *Library Services; Mainstreaming; Public Libraries; *School Libraries; User Needs (Information)
IDENTIFIERS- Vendors

Written for librarians and school library media specialists, this book is designed to foster awareness and encourage confidence in serving the needs of children with disabilities. It provides practical guidelines for recognizing and understanding many disabilities, including vision, hearing, and speech impairments; emotional, behavioral, and learning disorders; and disabilities affecting mobility and dexterity. Information about the developmental and informational needs of children and corresponding library responses is provided. Insights and solutions that will help librarians create mainstreamed environments for library users are offered. These include guidelines for selecting and adapting library materials and facilities and minimizing the effects of physical, societal, and environmental barriers in libraries. Separate discussions focus on planning, implementing and evaluating services and assistive technologies. Sources of materials, equipment, technology and other sources of information and assistance are provided, along with contact information. A 20-page list of recommended readings arranged by chapter, a checklist of ways to implement services for children with disabilities, and a description of a successful program are appended. (KRN)

ED 368 382 IR 054 951

Spanhoff, E. de Rijk, Comp.
Catalogue of Adult Literacy Materials at the State Library of Louisiana.
PUB DATE- 92
NOTE- 281p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Literacy; Beginning Reading; Computer Software; High Interest Low Vocabulary Books; Library Catalogs; *Library Collections; Library Materials; *Reading Materials; *State Libraries; Videotape Recordings
IDENTIFIERS- *Louisiana; Multimedia Materials

This catalog brings together literacy related materials in all formats collected by the State Library of Louisiana. Each collection or category of materials that makes up the Adult

ED 368 402 JC 940 183

The National Council of Instructional Administrators Student Success Strategies, 1993.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Community Colleges; Educational Facilities; Educational Innovation; *Educational Strategies; *Faculty Development; Models; Position Papers; *Program Descriptions; Program Effectiveness; Science Instruction; Student Development; Two Year Colleges

Focusing on student success strategies in the community college, this monograph provides a policy statement by the National Council of Instructional Administrators (NCIA) and profiles winners in the NCIA's 1992-93 exemplary program competition. First, the policy statement is provided, defining student success and providing strategies related to admissions/orientation, classroom techniques, curriculum development, faculty issues, and college-wide efforts. Next, one-page descriptions are provided of the following winning programs: (1) a microcomputer-based physics laboratory at Seminole Community College (SCC) (Classroom Strategy, Winner) in which students learn in laboratory situations using computers to replicate experiments; (2) the Workforce 2000 Skills Center at Southwestern Oregon Community College (Classroom Strategy, Honorable Mention), which offers 5 weeks of pre-vocational instruction, career exploration, and personal development services for unemployed individuals; (3) the Making Choices for Student Success program at College of DuPage (Faculty Strategy, Winner), an inservice faculty forum that engages teachers in debates regarding four approaches to teaching: imparting information, training students for careers, promoting personal growth, and developing civic sense; (4) a faculty development program at the Borough of Manhattan Community College (Faculty Strategy, Honorable Mention) emphasizing reading, speaking, and writing in mathematics instruction; (5) an integrated arithmetic and algebra approach at SCC (Curriculum Strategy, Winner) which has shown positive success rates; and (6) Project Quickstart at Central Florida Community College (Curriculum Strategy, Honorable Mention), offering intensive summer programs to disadvantaged and non-traditional students to eliminate the expense of extra semesters. (ECC)

ED 368 403 JC 940 185

Donaldson, Carla, Comp.; Smith, Ruth Mercedes, Comp.
100 Ways To Save Money & Raise Money.
PUB DATE- Mar 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; Cooperative Programs; Educational Practices; *Fund Raising; *Institutional

ED 368 420 JC 940 225

Anandam, Kamala
A New Direction for Developmental Education Using Technology.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Convention of the American Association of Community Colleges (74th, Washington, DC, April 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Managed Instruction; *Computer Networks; *Computer Software Development; Computer Software Evaluation; *Computer System Design; Cooperative Programs; Educational Assessment; *Management Information Systems; Program Development; *Remedial Programs; Two Year Colleges
IDENTIFIERS- *Project SYNERGY

In January 1990, project SYNERGY was launched by 19 two-year colleges and 3 four-year colleges coordinated by Miami-Dade Community College, in Florida, with support from IBM and Title III funds. The project was designed to review and compile lists of useful instructional software for basic skill remediation and develop an integrated, adaptive, computerized management system. Under the project, faculty across the nation have reviewed 298 software packages to date in reading, writing, math, English as a Second Language, and study skills. This data is being used to develop the Project SYNERGY Integrator (PSI), an adaptive management system using Novell Netware. PSI provides standard faculty and student interfaces incorporating learning objectives, mastery test questions, and installation options to include multi-vendor software for assessment and instruction. Specific modules of the PSI include the PSI Access Module (PAM) in which students receive curriculum plans created from results on placement and diagnostic tests; the PSI Command Module (PCM) allowing faculty to select tests, add or delete students in his/her courses, and access student records and curriculum plans; and the Software Connectivity Module which communicates between various software programs. The PAM and PCM also feature e-mail communication between faculty and students. To maximize the PSI's benefits, institutions should provide appropriate faculty development activities; make an ongoing commitment to research in the use and production of software; and reexamine the physical, social, and cultural aspects of the institutional environment. (KP)

ED 368 421 JC 940 226

Tanner, Jeffery M.
The Value of Tracking Students--Gathering Evidence about Their Progress along the Way.
PUB DATE- Feb 94
NOTE- 14p.; Paper presented the International Conference for Community College Chairs, Deans, and Other Instructional Leaders (3rd, Phoenix, AZ, February 23-26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admissions Counseling; *College Transfer Students;

ED 368 437 JC 940 247

Head, Ronald B.
The Economic Impact of Piedmont Virginia Community College upon Its Service Region. Research Report Number 2-94.
PUB DATE- Mar 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Community Colleges; Economic Change; *Economic Factors; *Economic Impact; *Economic Research; Employment; *Expenditures; Research Methodology; School Business Relationship; *School Community Relationship; Socioeconomic Influences; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Piedmont Virginia Community College

A study was conducted to determine the economic impact of Piedmont Virginia Community College (PVCC) on its service area for fiscal year 1992-93. Three models of economic impact were used in the study: the "short cut" method (SCM) calculating impact based on data on college, employee, and student expenditures in the service region; the Eastern Association of College and University Business Officers model based on the SCM but adding more refined analyses; and the Virginia Employment Commission's Impact Analysis for the Commonwealth, similar to the above models but not including student expenditure data. Results of the study, based on combinations of data from the three models, included the following: (1) PVCC spending in the region ranged from $0.2 to $0.6 million, employee spending ranged from $1.4 to $1.8 million, while student spending totaled approximately $10.7 million; (2) the direct economic impact of PVCC on the region was calculated at $12.4 to $12.6 million; (3) the total estimated economic impact of PVCC, including student spending, was $24.8 million; (4) PVCC employed 501 people and generated approximately 226 additional jobs within the region, with an additional 63 jobs generated statewide; (5) most of the additional jobs generated by PVCC were in the service (38%) and trade (31%) industries; (6) for every dollar paid by the state, PVCC generated $6.13; and (7) for every dollar spent by localities in support of the college, $1,629 were generated. (MAB)

ED 368 438 JC 940 248

Alfano, Kathleen Ann
Case Studies of California Community College AB Assembly Bill 1725 Faculty and Staff Development Programs.
PUB DATE- 93
NOTE- 196p.; Doctoral Dissertation, University of California, Los Angeles.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Case Studies; Community Colleges; *Faculty Development; Institutional Characteristics; *Program Effectiveness; Program Evaluation; *Staff Development; State Aid; State Legislation; State Surveys; Teacher Attitudes; Teacher Improvement; Two Year Colleges
IDENTIFIERS- Assembly Bill 1725 (California 1989); *California Community Colleges

Faculty and staff development (FSD) programs in the California community colleges currently receive funding under the

ED 368 455 PS 022 081

Oberhuemer, Pamela
Stories Make a Difference: Intercultural Dialogue in the Early Years.
PUB DATE- Sep 93
NOTE- 13p.; Paper presented at the European Conference on the Quality of Early Childhood Education (3rd, Kriopigi, Greece, September 1-3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; *Audiovisual Aids; *Childrens Literature; *Cultural Awareness; Cultural Background; Early Childhood Education; *Folk Culture; Foreign Countries; *Intercultural Communication; Italian; Multicultural Education; *Story Telling; Turkish; Videotape Cassettes
IDENTIFIERS- *Germany

With reference to the current context of intercultural education in Germany, this paper describes the concept behind a series of specially designed audio-visual media that feature stories and games as the focus of novel forms of presentation. Four audio cassettes and four video films, each with an accompanying explanatory booklet, present Italian and Turkish fairy tales, literary folk heroes, and traditional and modern games and rituals alongside German childlore and literature. The goal of the series is to raise German children's awareness of and openness toward other cultures and languages and, at the same time, to help meet the needs of Italian and Turkish minority children in Germany by strengthening their bilingual/bicultural identity and offering them opportunities to demonstrate their specific skills. Introducing stories and games in ways that convey a message of cultural parity may help to counteract subtle forms of ethnocentrism in everyday settings, to combat negative stereotyping, and to create more complex images of individual cultures. (MDM)

ED 368 456 PS 022 099

IBM Work and Personal Life Balance Programs.
PUB DATE- 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Responsibility; *Corporate Support; *Day Care; Employee Assistance Programs; Employer Employee Relationship; *Family Programs; Foreign Countries; Fringe Benefits; *Individual Development; Job Satisfaction; Leaves of Absence; *Personnel Policy; Program Descriptions; Referral; Retirement Benefits; School Business Relationship; Work Environment
IDENTIFIERS- Asia; Elder Care; Europe; *IBM Corporation

These five brochures describe the IBM Corporation's policies, programs, and initiatives designed to meet the needs of employees' child care and family responsibilities as they move through various stages of employment with IBM. The Work and Personal Life Balance Programs brochure outlines (1) policies for flexible work schedules, including work-leave options; (2) programs for employees caring for dependents; (3) family health

ED 368 477 PS 022 202

Kaplan, Brenda M.
Developing and Implementing an Effective Nutrition and Fitness Program for Kindergarten/First-Grade Students through Hands-On and Community Resources.
PUB DATE- 94
NOTE- 66p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Change Strategies; Child Health; Cooking Instruction; *Elementary School Students; Exercise; Foods Instruction; Grade 1; Kindergarten; *Nutrition; *Nutrition Instruction; Parent Attitudes; Parent Education; *Parents; *Physical Fitness; Primary Education; Program Descriptions; Program Effectiveness; Questionnaires; *Student Attitudes; Surveys

A practicum developed and implemented a nutrition and fitness program for 90 kindergarten and first-grade students in an urban elementary school. The program was designed to make parents, teachers, and students more aware of nutrition and physical fitness requirements for proper growth and development. The 33-week program included: (1) pretest parent and student surveys; (2) parent and teacher workshops; (3) classroom lessons and field trips on various food groups and types; (4) lessons on nutrition; (5) exercise activities; (6) meal preparation sessions; (7) a poster contest and fitness-health fair; (8) a parent breakfast planned and prepared by the students; and (9) a posttest parent and student survey. A comparison of pre- and postintervention survey results indicated a significant increase in the number of the students who would choose healthy foods for meals and snacks and liked to exercise. The data also revealed that parents became more aware of their children's nutrition and fitness needs after the program. (Nine appendixes contain copies of the pre- and posttest surveys, names and addresses of television networks, introductory and thank-you letters to parents, a list of nutritious snacks, and sample recipes. Contains 35 references.) (MDM)

ED 368 478 PS 022 203

Fluellen, Jerry
Developing 21st Century Strong Sense Critical Thinkers.
PUB DATE- 30 Jan 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; *Curriculum Development; Definitions; *Educational Theories; Elementary Education; Elementary Schools; *Elementary School Students; Models; Persuasive Discourse; Program Descriptions; *Thinking Skills
IDENTIFIERS- Freire (Paulo); Masuda (Yoneji); Naisbitt (John); Pennsylvania (Philadelphia); Piaget (Jean)

Drawing on the writings of Jean Piaget, Paulo Freire, Yoneji Masuda, John Naisbitt, and others, this paper examines the purposes of education and posits a model for developing strong sense critical thinking (SSCT) skills among elementary school students. Part I examines the purpose of education, while Part

ED 368 498 PS 022 269

Earthquake Preparedness: What Every Childcare Provider Should Know.
SPONS. AGENCY- Federal Emergency Management Agency, Washington, D.C.
PUB DATE- Dec 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Caregivers; Childhood Needs; Coping; *Day Care Centers; Early Childhood Education; *Earthquakes; Emotional Response; *Family Day Care; Fear; *School Safety
IDENTIFIERS- California; *Child Safety; *Emergency Preparedness

This brochure provides information to help child care providers reduce or avoid damage, injuries, or loss of life during earthquakes. It first discusses steps to implement before an earthquake strikes, including securing household contents, and practicing with children how to duck and cover. Next, the brochure describes what to do during an earthquake, when one is indoors, outdoors, or in a car. It then discusses what to do after a quake, including anticipating aftershocks, reassuring the children, and dealing with damaged gas and electrical lines. Helping children and their parents cope with their reactions to a quake is then discussed. The brochure concludes with some special safety tips and a list of sources for additional information. (HTH)

ED 368 499 PS 022 274

Nunes, Terezinha
The Environment of the Child.
PUB DATE- Dec 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Cultural Awareness; Cultural Differences; Early Childhood Education; Elementary Education; Foreign Countries; *Intervention; Outcomes of Education; *Outcomes of Treatment; Poverty; Program Evaluation; Social Bias; Socioeconomic Influences

This paper offers a framework for the analysis and evaluation of intervention on children's behalf against which to analyze actions upon their environment. The first section looks at the complex issue of defining suitable child development outcomes for intervention programs, noting that because the concept of childhood varies across cultures and classes, definitions of developmental outcomes need to take into account cultural and class variables. The second section examines two examples of environmental conditions that threaten children's development, poverty and prejudice, and explains how both situations involve complex systems of adverse circumstances that tend to be chronic and that interact in a multiplicative fashion with respect to negative effects on children's development. The third section summarizes briefly the characteristics of a general model for planning and analyzing the results of interventions on children's behalf, recommending that interventions be: (1) child-entered; (2) culturally sensitive; (3) multi-faceted to combat multiple afflictions; (4) support

ED 368 517 RC 019 532

Tapahonso, Luci
Bah's Baby Brother Is Born.
PUB DATE- 93
NOTE- 37p.; Illustrated by Sam English.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Alcohol Education; American Indian Culture; *American Indians; *Childrens Literature; Congenital Impairments; *Drinking; Fetal Alcohol Syndrome; *Health Promotion; *Pregnancy; Prenatal Influences

This illustrated story, written for Native American children, stresses the importance of not drinking alcohol and taking care of oneself during pregnancy. The story centers on Bah, a young Native American girl whose mother is going to have a baby. Bah is very excited about getting a baby brother or sister and wants the baby to be healthy and happy. She helps her mother take care of herself by reminding her to eat right. Bah also helps her mother take care of the house by carrying heavy things and sweeping the floor for her. At a family birthday party, Bah's mother refuses to drink beer knowing the harmful effects it could have on herself and her unborn child. Soon, Bah's mother has the baby, and Bah is blessed with a strong, healthy brother. The document includes questions for discussion and profiles of the author and illustrator. (LP)

ED 368 518 RC 019 536

Ray, Douglas, Ed.; Poonwassie, Deo H., Ed.
Education and Cultural Differences: New Perspectives. Reference Books in International Education, Vol. 15. Garland Reference Library of Social Science, Vol. 594.
PUB DATE- 92
NOTE- 579p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian Education; Case Studies; Cultural Differences; Culture Conflict; Educational Discrimination; Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; Foreign Countries; Higher Education; *Immigrants; *Indigenous Populations; *Minority Groups; Multicultural Education; *Role of Education; *Social Discrimination
IDENTIFIERS- *Equality (Social)

This book contains 27 essays and case studies that focus on the potential for education to lessen social inequality in various countries. Three widespread forms of inequality involve aboriginal societies in modern industrial states, long established communities denied full status, and recent immigrants. Chapters are: "Modern Inequality and the Role of Education" (D. Ray); "Perspectives on Equality of Opportunity in Education" (D. H. Poonwassie); "Aboriginal Populations and Equal Rights in Education: An Introduction" (D. H. Poonwassie); "Education and the Struggle for Adequate Cultural Competence in the Modern World: The Sami Case" (T. G. Svensson); "Australian Aborigines: Education and Identity" (D. Jordan); "Kura Kaupapa Maori: Contesting and Reclaiming Education in Aotearoa" (G. H. Smith); "Aboriginal Teacher Training and Development in Canada: An Example from the Province of Manitoba" (D. H. Poonwassie);

ED 368 535 RC 019 612

Hobbs, Beverly B.
School-Community Agency Collaboration in Rural Settings.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; *Community Services; *Delivery Systems; Elementary Secondary Education; *High Risk Students; *Institutional Cooperation; Interprofessional Relationship; Rural Areas; *School Community Programs; School Community Relationship
IDENTIFIERS- Oregon

A multiple-case study examined how schools and community human-services agencies collaborate to meet the needs of at-risk youth in two rural Oregon counties. Four youth services teams (YST) were composed of approximately 10 members each, representing local public schools, county social and health services agencies, and local law enforcement units. Teams received referrals of high-risk youth, met with each referred student and interested others (parents, school staff, caseworker), and developed an action plan for the student. Observations of YST meetings and interviews with YST members and selected school personnel examined the formation, structure, and outcomes of collaborations. With regard to formation, results indicate that: (1) the presence of a shared problem provided the impetus to collaborate; (2) there was no apparent advantage in having administrators versus direct-service staff act as conveners; and (3) failure to include representatives of all stakeholder groups early in the process led to misunderstandings and frustrations with YST work. Findings with regard to structure were: (1) the failure to clearly define and agree upon objectives, roles, and responsibilities hampered YST efforts; (2) the education sector supplied most of the leadership and administrative support; (3) one organization typically served as the "fixer" to facilitate the process of collaboration; and (4) an organization's inkind contribution of personnel was often, in reality, an individual's contribution of personal time. Outcomes included improved communication between schools and community agencies, and increased access to community services for at-risk youth. (Author/SV)

ED 368 536 RC 019 613

Belgarde, Larry
Indian Colleges: A Means To Construct a Viable Indian Identity or a Capitulation to the Dominant Society?
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *American Indian Education; *College Administration; *Community Colleges;

ED 368 554 SE 054 188

Wilczynski, V.; And Others
Incorporating Total Quality Management in an Engineering Design Course. Report 5-1993.
PUB DATE- Apr 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Science; Computer Assisted Design; Course Descriptions; Creativity; *Engineering Education; Higher Education; *Introductory Courses; Science Education; Science Projects; *Total Quality Management

One definition of creativity is the conviction that each and every existing idea can be improved. It is proposed that creativity in an engineering design process can be encouraged by the adoption of Total Quality Management (TQM) methods based on a commitment to continuous improvement. This paper addresses the introduction and application of TQM philosophy within a freshman course on engineering design. Incorporation of TQM principles is demonstrated in a CAD/CAM student design process. The design centers on the creation and evaluation of a ship using commercial software. Once designed, the vessel is manufactured and tested in a water channel to quantify the performance. With very few constraints on the design and direct application of TQM techniques, the student's creative abilities are tapped, channeled, and utilized. (Author)

ED 368 555 SE 054 197

Menicucci, David F.
How To Implement the Science Fair Self-Help Development Program in Schools. Sandia Report.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Jan 94
NOTE- 318p.; For results of the pilot program, see ED 359 056.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; Elementary Secondary Education; Family Involvement; Parent Participation; *Science Fairs; *Science Instruction; Science Teachers; *Student Research

Often the burden of promoting science and engineering fairs falls upon science teachers who have to add the organizational activities for the fair to their normal teaching load. This manual is intended to assist in the science fair process by providing information about how to create a team of volunteers to manage the organizational activities. This manual is unique in that it describes how a school can develop internal support for its science fair based on parent and community involvement. Information on the roles and tasks of the Science Fair Volunteer Support Committee is presented. The appendices contains extensive materials for organizing science fairs, judging fairs, and mentoring students. Handout materials for workshops for parents, students, and teachers are provided. (PR)

ED 368 556 SE 054 211

Mayer, Victor J.

ED 368 575 SE 054 338

Segal, Gilda
The Shadow Is There and You Just Can't See It--A Learning Environment for Young Children To Investigate Shadows.
PUB DATE- Mar 94
NOTE- 27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Research; *Concept Formation; Cooperative Learning; Educational Environment; Elementary School Science; Foreign Countries; Inquiry; Primary Education; *Science Instruction; Scientific Concepts
IDENTIFIERS- Australia; *Shadows

The development of appropriate science learning environments for young children is an urgent and justifiable concern of many. By applying combined features of cooperative learning and informal inquiry to an investigation of shadow formation, researchers were able to observe closely the natural behaviors adopted by twenty-seven students aged 7-9 years old as they engaged in a quest to understand the scientific task placed before them. Four research questions were investigated: (1) How does this learning environment support children as socially and personally responsible communicators, social constructors of knowledge, and inquirers without expectations of external rewards?; (2) Does the learning environment remain, as designed, inclusive?; (3) What ideas do some young children express about shadows before, during, and after our lessons?; and (4) What are some probes which can assist children to question their ideas about shadows and indicate whether conceptual learning about shadow formation has occurred, or is occurring? The results were used to hypothesize that environments designed to promote holistic social, emotional, and conceptual learning of physical science in young children, may eventually attract committed and ethical students to scientific careers and lead to questioning societal norms which define some groups as without power or hope. (ZWH)

ED 368 576 SE 054 339

van den Berg, Euwe; And Others
The Role of "Experiments" in Conceptual Change: A Teaching-Experiment Study of Electric Circuits.
PUB DATE- Mar 94
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March 26-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Educational Research; *Electric Circuits; Foreign Countries; High Schools; *Physics; *Science Experiments; *Science Instruction; Science Teachers; Scientific Concepts
IDENTIFIERS- *Hands on Science; Indonesia (Java)

ED 368 595 SO 022 997

Lesko, Wendy Schaetzel
No Kidding Around! America's Young Activists Are Changing Our World and You Can Too.
PUB DATE- 92
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activism; *Change Agents; *Change Strategies; Citizen Participation; Citizenship Education; Elementary Secondary Education; Oral History; Political Attitudes; *Social Action; *Social Change; Social Studies; *Student Participation

This book presents oral histories of young citizen activists in order to demonstrate how U.S. citizens of all ages can participate in a democracy and make it work for them. The document is divided into four parts. The first is titled "Launch Your Own Campaign: Mapping Out Your Game Plan." This section is comprised of three stages: (1) warm ups that suggest ways of finding and learning about an interest or cause, and means of developing hidden strengths; (2) training and conditioning that discuss building a core group of activists or a campaign, various plans of action, getting publicity for your cause, and donations; and (3) the main event that addresses the art of compromise. The second part of the book is made up of articles in which students tell of their own campaigns to right wrongs and fill needs. These include "Young Environmentalist Saves Wetlands"; "Off the Streets: Community Center Created by Teens, for Teens"; "Beyond Black History Month: Student's Proposal Wakes Up the School Board"; "Bump the Dump: How Teens Moved a Mountain"; "Young Peacemakers Heard in Moscow: International Letter Writing Campaign Touches World Leader"; and "Track Me to Freedom: The Struggle for Equal Education Continues." The third part also contains oral histories of students' experiences. This section deals with getting a law on the books. The four articles include: (1) "Outlawing Steel Animal Traps"; (2) "Smoke-Free Generation;" (3) "Steering Clear of Drunk Drivers;" and (4) "Making Headway," about a school effort to get a bicycle helmet law. The fourth part contains information on resources. (DK)

ED 368 596 SO 023 011

Morse, Suzanne W.; And Others
Public Leadership Education: The Role of Citizen Leaders. Volume VI.
PUB DATE- 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizen Participation; Citizen Role; *Citizenship Education; *Citizenship Responsibility; Democracy; Higher Education; *Leaders; *Leadership; Leadership Responsibility; *Leadership Training

This document is devoted to the topic of citizen leaders. The first article, "Defining a Citizen Leader" (Richard A. Couto), provides a pragmatic definition of citizenship by describing

ED 368 613 SO 023 661

Resource Guide to Teaching Aids in Russian and East European
Studies. Revised.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 93
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Area Studies; Educational Media; Elementary
Secondary Education; *European History; Foreign Countries;
Global Approach; Higher Education; History Instruction;
International Education; Multicultural Education; *World History
IDENTIFIERS- *Eastern European Studies; Europe (East); Global
Education; Poland; Russia; *Russian Studies; USSR (Russia)

This document contains an annotated listing of instructional aids for Russian and East European studies that are available for loan or rent from Indiana University (Bloomington). The materials are divided into nine sections: (1) slide programs; (2) filmstrips available from the Indiana University (IU) Russian and East European Institute; (3) audio cassettes; (4) books, teaching aids, and video kits; (5) films and videotapes available through the IU Russian and East European Institute; (6) a Russian and East European Institute (REEI) order form for obtaining materials from the REEI; (7) films and videotapes from the IU Audio-Visual Center; (8) an IU order form for obtaining films from the IU Audio-Visual Center; and (9) films, videotapes, and slides that are available from the IU Polish Studies Center. The first section on slide programs includes 5 on Eastern Europe and 9 on Russia and the Soviet successor states. The second grouping, filmstrips from IU REEI, lists 9 sound filmstrips and an additional section of Russian captioned filmstrips produced in the Soviet Union. These selections include five on contemporary life, five on artists, four on authors, two on art museums, six on other museums and monuments, and six of elementary school children's stories. The list of materials available from the IU Audio-Visual Center includes rental prices, descriptions, recommended grade levels, and approximate showing times for each item. (DK)

ED 368 614 SO 023 694

Moody, Larrie J.
Growth, Meaning, and Drawing: Curriculum Construction for the
Early Adolescent.
PUB DATE- Apr 93
NOTE- 30p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Atlanta, GA, April 12-16,
1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,
Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Aesthetic Education; *Art Education;
*Curriculum Development; Curriculum Research; Freehand Drawing;
Individual Development; Secondary Education; Secondary School
Curriculum; *Secondary School Students; Teacher Student
Relationship

Meaningful drawing curriculum construction is an especially difficult challenge for art teachers of early adolescent students, given such students' "crisis of confidence" with art skills and the cultural diversity of present day classrooms.

ED 368 633 SO 023 798

Lang, Edward, Ed.; White, Caryn, Ed.
Geography and the Environment: International Perspectives. Teacher's Resource Guide.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford.
PUB DATE- 93
NOTE- 104p.; Funding also provided by the Barnes Foundation.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Ecology; Elementary Secondary Education; *Environmental Education; *Geographic Concepts; *Geography Instruction; *Global Approach; Instructional Materials; Learning Activities; *Natural Disasters; *Refugees; Teaching Methods
IDENTIFIERS- Desertification; Disasters

This document is the second curriculum development project of the Connecticut Geographic Alliance. The Alliance focuses on equipping teachers for more effective geographic instruction by providing leadership training so teachers can conduct workshops in local districts, and offering institutes for teachers that focus on important geographic issues, and developing materials for instructional use. This document discusses the five themes of geography (place, location, region, human/environment relationships, and movement) as they fit into three roles that geography fills: (1) geography as world awareness; (2) geography as environmental relationships, or understanding how the ecosystem works; and (3) geography as a perspective, in which one examines current and past events in geographic context. Five geographic niches in the K-12 curriculum are listed. Learning activities for the classroom are divided into sections. The first is centered on disasters. This section begins with natural disasters, moves on to a simulation on the movement of refugees, and ends with manmade disasters. The second section is on ecologically fragile environments. It includes a case study and simulation on desertification, a section and a role play on rainforests, and a section on ways to meet current needs. The third section is about human impact on the environment. Lessons in this section deal with the ecological dangers of monoculture, tourism, biodiversity, case studies in values, culture, and ethics in preserving biodiversity, and selection of nuclear waste disposal sites. The document includes bibliographies, handouts, maps, an index of lesson plans by grade levels, and geothemes. (DK)

ED 368 634 SO 023 799

Dryden, Susannah
The Impact of Instrumental Music Instruction on the Academic Achievement of Fifth Grade Students.
PUB DATE- 23 Nov 92
NOTE- 85p.; M.S. Thesis; Fort Hays State University
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Bands (Music); *Elementary School Students; *Grade 5; Intermediate Grades; *Music Activities; *Music Education; Orchestras; Parent Influence; Student Characteristics
IDENTIFIERS- *Instrumental Music

This study investigated the influence of instrumental music

ED 368 654 SO 023 846

Fonte, John, Ed.; Ryerson, Andre, Ed.
Education for America's Role in World Affairs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; *Citizenship Education; Cultural Awareness; Elementary Secondary Education; *Global Approach; Interdisciplinary Approach; *International Education; International Relations; Multicultural Education; *Social Studies; *World Affairs
IDENTIFIERS- *Global Education

This collection of essays by leading policy analysts and educators investigate the often contradictory claims of global, peace, multicultural and citizenship education and examines what U.S. students should know about world affairs in the post-cold war era. The essays suggest methods of change based on a strong academic core of history, international relations, government, economics, and geography. After a foreword (Chester E. Finn, Jr.) and introduction (John Fonte; Andre Ryerson), the essays follow in this order: (1) "A Brief History of Pre-Collegiate Global and International Studies Education" (Andrew Smith); (2) "Global Education and Controversy: Some Observations" (Robert Fullinwider); (3) "Teaching about the World and Our Nation's Heritage: The Relationship between International Education and Education for American Citizenship" (John Fonte); (4) "Implications of the 'New Demographics' and the 'Information Explosion' for International Education" (Herbert London); (5) "International Education: The Search for Subject" (Gilbert T. Sewall); (6) "International Studies in the School Curriculum" (Diane Ravitch); (7) "Geography's Role in International Education" (Raymond English); (8) "China: Case-Study of Textbook Failures" (Andre Ryerson); and (9) "What American Students Should Know about the World" (Owen Harries). Following a conclusion by the editors, three extensive bibliographies provide information for critics and specialists in the field, for educators in international education, and for introducing the ERIC system of reference and retrieval. An addendum lists works not found in the other sections. (CK)

ED 368 655 SO 023 848

South Carolina Visual and Performing Arts Curriculum Framework. Field Review Draft.
PUB DATE- 92
NOTE- 106p.; Developed by the South Carolina Visual and Performing Arts Curriculum Writing Team.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 368 672 SO 023 931

A Framework for Multicultural Arts Education. Volume One.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 63p.; For Volume Two, see SO 023 932. Funding also provided by the Spunk Fund, Inc.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Appreciation; Art Education; Cultural Differences; *Cultural Pluralism; *Curriculum Development; Elementary School Curriculum; Elementary Secondary Education; *Interdisciplinary Approach; *Multicultural Education; Secondary School Curriculum; Teaching Methods

This document is intended to help schools deal with the increasing ethnic diversity of school populations. The arts can provide a context, a means of expression, and a way of learning about cultural values and beliefs that will help to dispel cultural misperceptions among the nation's youth, and to foster cross cultural acceptance and understanding. While the visual arts and music provide a context for the purpose of discussing and illustrating the goals proposed, the framework is flexible enough to allow for its application in the teaching of any of the arts. A literature review on the subject of multicultural education, from its ideological underpinnings to its effect on teacher education, is included, as well as reviews of curriculum material currently in use throughout the nation. Some examples of possible curriculum additions are offered. The document reviews the historical background of cultural diversity in the United States. Five goals for multicultural arts education are listed: (1) to encourage the transformation of existing curricula to enable students to view concepts, issues, events, and themes from a multicultural perspective; (2) to infuse multicultural education into existing curriculum structures; (3) to implement multicultural education across the curriculum, not merely as a separate element; (4) to provide strategies for working with and enhancing the existing programs of those teachers, supervisors, and curriculum directors who have begun to infuse a multicultural context into those programs; and (5) to encourage the formulation of a systematic and comprehensive evaluation process of determining the quality of multicultural content and methodology in curricula and instructional materials. (DK)

ED 368 673 SO 023 932

Berk, Ellyn, Ed.
A Framework for Multicultural Arts Education. Volume Two. Multicultural Arts Education Framework Publication Series.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 99p.; For Volume One, see SO 023 931. Funding also provided by the Spunk Fund, Inc.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

ED 368 689 SP 035 111

Hulsebosch, Pat; Koerner, Mari
From Student to Teacher: Cultural Identities and Their Impact on
  Classroom Practice.
PUB DATE- 15 Feb 94
NOTE- 21p.; Paper presented at the Annual Meeting of the
  Association of Teacher Educators (74th, Atlanta, GA, February
  12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Background; Cultural Differences;
  Elementary Education; *Ethnic Groups; Ethnic Studies; Graduate
  Study; Group Discussion; Higher Education; *Identification
  (Psychology); Minority Groups; *Preservice Teacher Education;
  Qualitative Research; Student Experience; Teacher Role;
  *Teaching Methods; Undergraduate Study
IDENTIFIERS- Diversity (Student); Preservice Teachers

Students' experiences are important in shaping their subsequent practice of the teacher role, and teacher educators should look at the connections between life histories, beliefs about teaching, and classroom practice. Five undergraduate seniors and one graduate student (of various ethnic and racial groups) in preservice elementary education programs were interviewed about their cultural identity and personal history, and a brief biography was written for each person. The group then began to meet regularly, based on its interest in student identity and its influence on school experience. Analysis of the group's discussions reveals that the teachers struggle with how they can be inclusive in their classrooms by setting new standards which invite students to participate and succeed for who they are, rather than be denied because of who they are not; they respect student diversity and regard it as a strength rather than a barrier; they see passion as a force for change in their teaching; and they conduct an active search for tools, strategies, and structures to enact culturally relevant pedagogy. The more conscious individuals are about the decisions they have made in assimilating into mainstream culture, the less threatening are the differences of others. The significance of these findings for teacher education is discussed. (Contains 28 references.) (JDD)

ED 368 690 SP 035 112

Birrell, James R.; And Others
The Effects of Summer Student Teaching on Traditional and
  Nontraditional Elementary Preservice Teachers: Matching
  Resources with Student Needs.
PUB DATE- Feb 94
NOTE- 40p.; Paper presented at the Annual Meeting of the
  Association of Teacher Educators (74th, Atlanta, GA, February
  12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Research/Technical (143),Test, Questionnaires,
  Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Higher Education;
  Nontraditional Students; Preservice Teacher Education; *Program
  Effectiveness; *Student Attitudes; *Student Teaching; *Summer
  Schools; *Year Round Schools

sure what is wrong, but they are scared about rising costs and worried that something they value may be moving out of reach. The evolution of public opinion is complicated; citizens go through a complex and subtle progression of seven stages as they learn about issues, confront them, and develop firm and stable views about what should be done. Thus the challenge is to understand which opinions are firmly held and unlikely to change. The stages of public opinion formation yield the following lessons for higher education: (1) realize that the public is on a different timetable from leadership, usually far behind in developing their opinions; (2) be realistic about the public's resistance and work to understand it and to address it; (3) give the public real choices and spell out their costs and tradeoffs; (4) frame higher education choices in terms of the core values that people say are important to them; and (5) be patient as public opinion formation sometimes takes years. (JB)

ED 368 248 HE 027 261

Intercollegiate Sports (Part 2). Hearings before the Subcommittee on Commerce, Consumer Protection, and Competitiveness of the Committee on Energy and Commerce. House of Representatives, One Hundred Third Congress, First Session (June 23 and August 4, 1993).
PUB DATE- 94
NOTE- 151p.; Serial No. 103-58. For part I, see ED 359 188.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Athletes; Athletic Coaches; College Athletics; College Students; Court Litigation; Federal Regulation; Females; Hearings; Higher Education; High Schools; High School Students; Intercollegiate Cooperation; *Sex Discrimination; *Womens Athletics
IDENTIFIERS- Congress 103rd; Florida; *Title IX Education Amendments 1972

The House of Representatives Subcommittee on Commerce, Consumer Protection, and Competitiveness met to hear testimony on sex discrimination in secondary and college level athletic programs. The witnesses on the first panel were all current or former college students and plaintiffs in four recent and significant Title IX cases. Title IX was part of the Education Amendments Act of 1972 that put an end to sex discrimination in education, including sports. The witnesses were Rollin Haffer, a former student of Temple University (Pennsylvania); Jennifer Baldwin Cook, a former ice hockey player for Colgate University (New York); Amy Cohen, a gymnast, and Megan Hull, a volleyball player both from Brown University (Rhode Island); and Susan B. Kiechel, a former student at Auburn University (Alabama) and a soccer player. A question and answer session probed students' experiences with the Office of Civil Rights. A second panel of witnesses included Nancy Benda, director, Equal Educational Opportunity Program, Florida Department of Education; Ola Bundy, of the Illinois High School Association; Christine Pride, a senior at John F. Kennedy High School (Maryland); Dorothy Gaters, basketball coach at John Marshall High School (Illinois); and Wanda Oates, basketball coach at Ballou High School (District of Columbia). Additional testimony was submitted for the record by Betty Castor, Commissioner of Education of the Florida Department of Education. (JB)

ED 368 249 HE 027 262

(150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Networks; Degree Requirements; Delivery Systems; Educational Change; Higher Education; Hypermedia; *Information Management; *Information Systems; *Information Technology; Institutional Mission; Integrated Activities; Leadership; Models; Museums; Textbooks
IDENTIFIERS- *CAUSE National Conference; Sinclair Community College OH; University of California Berkeley; University of Delaware; University of Iowa; University of Maryland College Park; Weber State University UT

The 1993 CAUSE Conference presented eight papers on the use of information technology to support the mission of colleges and universities. Papers include: (1) "Institutional Imaging: Sharing the Campus Image" (Carl Jacobson), which describes the University of Delaware's campus-wide information system; (2) "Electronic Paper Flow" (Eloy Areu and others), which discusses the University of Maryland's model for electronically simulating the flow of paper; (3) "Networked Delivery of Multimedia Information" (Robert Brentrup), which discusses multimedia plans of Dartmouth College (New Hampshire); (4) "Lessons from the Berkeley Museum Informatics Project" (Barbara H. Morgan); (5) "Campus-wide Degree Audit" (Emil O. Hanson), which describes a Weber State University (Utah) program to evaluate progress toward degree candidacy; (6) "The Information Arcade: A Library and Electronic Learning Facility for 2000 and Beyond" (Anita Lowry), which describes an integrated electronic information system developed by the University of Iowa; (7) "The Digital Textbook: A Look at the Next Generation of Educational Materials" (Don Hardaway); and (8) "Providing Students and Visitors with a Kiosk-Based Campus Information System" (Kathryn Neff and Judith W. Leslie), which describes a program of Sinclair Community College (Ohio). (Some papers contain references.) (JDD)

ED 368 266 HE 027 282

Springer, Leonard; And Others
Influences on College Students' Orientations toward Learning for Self-Understanding.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *College Students; *Educational Experience; Educational Research; Higher Education; Learning Experience; *Learning Motivation; Learning Theories; *Peer Influence; Self Concept; Self Evaluation (Individuals); *Social Influences; Student Attitudes; Student Development; Student Motivation; *Teacher Influence; Values

This study examined the relative importance of curricular, classroom, and out-of-class experiences on learning related attitudes and values of freshman college students after taking into account certain precollege characteristics of new students, including initial levels of interest in learning. Specifically, the study looked at students' formal instructional experiences and classroom-related contacts with faculty members and their out-of-class experiences with accomplishments of the New Mexico Commission on Higher Education in implementing the policy directions identified in "Planning for the Class of 2005: A Vision for the Future." It begins with a specification of Commission responsibilities and outlines its legislative agenda for 1991. It discusses underrepresentation of minority students, transfer activity, funding formulas, budget data, and enrollments. Data on accountability of public postsecondary institutions are then presented, focusing on: (1) changes in participation rates; (2) student retention; (3) faculty involvement in student advisement; (4) percentage of developmental courses taught by full-time faculty; (5) percentage of lower division courses taught by full-time faculty; (6) student participation in sponsored research programs; (7) institutions where graduate students received their undergraduate degrees; (8) student outcome assessment; (9) placement data on graduates; and (10) student transfer from two-year and four-year institutions. Five-year plans submitted by the public postsecondary institutions are reviewed in terms of institutional histories and missions, external and institutional environments, programs, distance learning, cooperative education, enrollment management, faculty, capital resources, and resource planning. The report includes a map and list of institutions, a list of grantees of the Eisenhower Mathematics and Science Grants Program, and a description of proprietary school initiatives. (JDD)

ED 368 285 HE 027 302

Annual Report on Higher Education in New Mexico, 1991.
PUB DATE- Nov 91
NOTE- 110p.; For the 1990-1993 reports, see HE 027 301-304.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; Budgets; College Faculty; College Outcomes Assessment; College Planning; College Students; *Educational Assessment; *Educational Finance; *Educational Planning; Educational Policy; Educational Trends; Enrollment; Financial Support; Graduate Study; *Higher Education; Long Range Planning; Minority Groups; Planning Commissions; Public Colleges; State Colleges; Statewide Planning; Transfer Policy; Trend Analysis; Undergraduate Study
IDENTIFIERS- *New Mexico; New Mexico Commission on Higher Education

This annual report provides a statement of the mission of the New Mexico Commission on Higher Education and an overview of its major initiatives and accomplishments, reflecting the Commission's emphasis on achieving the policy goals set forth in a 1988 strategic plan and a 1990 management plan. It analyzes, via text and tables, the following issues: (1) financing of postsecondary education (budget information, student financial assistance, and capital investment); (2) planning (enrollments, articulation, and future directions); (3) accountability (participation of historically underrepresented groups, transfer from two-year institutions, student persistence, student outcome assessment, student placement, measures of educational process, and numbers and sources of graduate students); and (4) research (the Course Transfer Activity Study, participation of minorities and women in undergraduate and graduate education, child care needs assessment, and 2-year funding). The report also includes a map and list of institutions, a list of mandates to the Commission, funding formulas, a list of grantees of the Eisenhower

Financial Aid; *Student Needs; Trend Analysis

This study documents the redistribution that began about 1980 of responsibilities for financing higher education from social resources to private resources. It also examines the issues of affordability of higher education that arises from this shift in financial responsibility. Five sets of national data from different sources are examined to identify when the share of federal, state, and local government resources allocated to higher education reached their peaks, and to measure by how much these shares have declined between the peak and the most recent year of available data. As social resource commitments to higher education have declined, students and their families have assumed a greater share of the costs of higher education. Individuals are shown to be now paying about 138 percent of the 1980 level of effort. This shift in responsibilities for financing higher education has clear implications for the affordability of higher education by students and their families: only 18 to 38 percent of all freshmen come from families not requiring any financial aid. These trends argue for governments to become more concerned about meeting the financial needs of the needy population. Contains 11 references. (GLR)

ED 368 304 HE 027 322

Arnold, Karen D.
Academic Achievement - A View from the Top. The Illinois Valedictorian Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Career Choice; Comparative Analysis; Ethnic Groups; Grade Point Average; *Graduate Study; Higher Education; *High School Graduates; Longitudinal Studies; Minority Groups; Outcomes of Education; Research; *Undergraduate Study
IDENTIFIERS- *Illinois; *Valedictorians

This research report examines 10-year results of the Illinois Valedictorian Project, a program that has followed 81 high-achieving high school valedictorians for 10 years following their high school graduation. It describes the study's sampling and study methods; presents the findings from the first 5 years and the status of the study group at 10-year followup; and considers academic, attitude, and career outcomes of the group as a whole and various subgroups. Among the report's findings was that the valedictorians were highly successful in their undergraduate study earning a mean grade point average of 3.6 on a 4-point scale and earning many scholastic honors. Of those completing graduate study, more than half were employed in science, math, engineering, and business careers. Other findings revealed that only one student of color completed graduate school, only women entered medical school, men outnumbered women in law school, and female valedictorians pursued PhD programs in a wider variety of fields than did male valedictorians. Black and Hispanic valedictorians achieved lower levels of education than the study group as a whole. About a quarter of the valedictorians are now at top professional levels for their age. The study shows a strong connection between top academic achievement in high school and

Nontenured Faculty; *Socialization; *Tenure; Women Faculty
IDENTIFIERS- *Organizational Culture

This monograph examines the importance of understanding faculty socialization as a cultural process in the context of the current changes urged on higher education. An opening section explores the links between culture and commitment and the importance of understanding such links in light of faculty diversity and other challenges. A second section examines the cultures of faculty life which include national, professional, disciplinary, and institutional cultures. A third section defines organizational socialization and faculty socialization and describes two general stages: anticipatory socialization (during undergraduate and particularly graduate study) and organizational socialization (during the early years as a faculty member). The fourth section looks at the new faculty member as a novice and discusses recruitment, selection, and early experiences. The next section looks at the ritual of the tenure and promotion process. The following section explores post-tenure socialization: the continuing socialization of senior faculty and their role in socializing others. The socialization of women and minority faculty is focused on next. The final section looks at implications for practice and argues that socialization can be managed for empowerment. An index is included. Appended are several brief descriptions of innovative faculty development ideas in practice. (Contains over 200 references.) (JB)

ED 368 323 HE 027 348

Ehrlich, Thomas
Our University in the State: The Sciences.
PUB DATE- 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Instruction; Discovery Processes; Futures (of Society); Higher Education; Research; *Research Universities; *Science and Society; Science Education; *Sciences; Teacher Attitudes
IDENTIFIERS- *Indiana University

This publication is an extended essay by the president of Indiana University on the impact of the sciences at Indiana University (IU) and beyond. In several sections it addresses the nature of discovery, science and society, the research university, and learning and teaching. The essay often refers to past and present IU faculty in astronomy, biology, chemistry, computer science, geology, mathematics, and physics. The section on discovery explores the importance of careful study and work to lay the foundations for discovery and creative insight. In the section on science and society, the importance of research in areas of no immediate commercial benefit is stressed. In discussing the research university, the essay notes the key role such institutions play and argues for a commitment to the process of knowledge rather than its products. In the section on teaching and learning, the thoughts of some IU teachers are shared and an argument is made regarding the great teachers who, it is noted, are nearly always great learners dedicated to increasing human knowledge. A final section is on the future and looks at the financial challenges to institutions like IU, the importance of combining public and private funding, of increasing undergraduate opportunities to do research, and of participation in efforts to support and improve science

IDENTIFIERS- *Instructional Systems Design; Learner Centered Instruction; *Macrodesigns; Performance Based Evaluation

Although instructional systems design (ISD) has traditionally been used as a micro-level model to design instructional interventions, there has been in recent years a trend toward using the systems approach for more macro-level applications such as performance technology and educational systems design. This paper provides an overview of nontraditional degree programs and shows that the difference between traditional instruction and ISD is equivalent to the difference between traditional and nontraditional degree programs. A popular ISD model is used to show how ISD can be adapted for use at a macro level to design nontraditional degree programs for adult students. In the traditional institutional model of instruction, learners play a relatively passive role. The developer of an alternative external degree program uses learner-centered thinking to consider what the learner should know and be able to do for a bachelor's degree, how much the learner already knows, and the most effective and efficient ways to meet these objectives. Models and procedures used to design learner-based, mastery-level instruction are the same models that can be used to design learner-based degree programs. One table and three figures illustrate the discussion. (Contains 18 references.) (SLD)

ED 368 342 IR 016 600

Mizell, Al P.; And Others
Global Communications: Kids-92.
PUB DATE- 31 Jan 92
NOTE- 19p.; Paper presented at the Annual Florida Educational Technology Conference (12th, Tampa, FL, January 31, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Communication (Thought Transfer); *Computer Networks; Cultural Awareness; *Discussion Groups; Electronic Mail; Elementary Secondary Education; Futures (of Society); *Global Approach; Information Dissemination; Intercultural Programs; International Studies; *Telecommunications
IDENTIFIERS- Global Studies; *KIDLINK Project (Electronic Mail); World Views

KidLink is a project that began in 1991 with the goal of putting children from around the world in touch with one another, largely through computer telecommunications. The Kids-91 project and its successor, Kids-92, introduced children to global communication on the KidLink network. Kids-91 posed four questions to children, asking them to describe themselves and their aspirations, as well as their hopes for the world's future. KIDS-91 received responses from 2,600 children in 31 countries. In its first year, KidLink had six different activities for teachers and students, and children had four different electronic discussion forums: (1) KIDCAFE, for any subjects they chose; (2) RESPONSE, originally responses to the four descriptive questions, and today a database of information about children; (3) KIDPEACE, a discussion about war and peace which was later closed to avoid politicizing the network; and (4) KIDS-ACT, a forum for discussing shaping the future. While adults were not allowed to join the children's discussions, children did have access to the two adult forums, KIDS-91 (background information and exchanges) and KIDPLAN (the types of software. Statistics were gathered on 20 different days, typically during the work week. User need was broadly defined as a request for assistance addressed to the CD-ROM assistant, who was also the observer. Of the 487 questions, 134 were technical questions of various types that concerned software or hardware, 115 concerned selecting the appropriate database, and 110 concerned search strategy. The analysis suggests areas in which librarian and patron training would be beneficial. (Contains 12 references.) (SLD)

ED 368 362 IR 054 896

Wells, Amy Tracy
A Comparative Analysis of ERIC and LISA with an Emphasis on Database Composition and Authority Control as They Relate to Retrieval.
PUB DATE- 17 Jul 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Authority Control (Information); *Bibliographic Databases; Clearinghouses; Comparative Analysis; Educational Research; Information Processing; *Information Retrieval; Library Education; Library Research; *Library Science; Relevance (Information Retrieval); Search Strategies; User Needs (Information)
IDENTIFIERS- Database Development; Database Overlap; *ERIC; *Library and Information Science Abstracts

The ERIC and LISA (Library and Information Science Abstracts) databases are compared through a literature review and the analysis of an online search on a topic in librarianship. ERIC emphasizes education and includes serials, monographs, collections, and research reports for their coverage of some aspect of education. LISA is dedicated to topics in the field of library science and such related areas as publishing and bookselling. In the final analysis, ERIC was a superior source for information even though its scope is broader than library issues. A comparative analysis of coverage that included acquisition policy, types of material, currency, duplication, recall and precision, price, and the use of authority controls (thesaurus terms versus subject headings, specificity, exhaustivity, searchable field, and special problems) rated ERIC as better than LISA overall for library information. For some very specific topics, however, LISA might be the better source. (Contains 6 references.) (SLD)

ED 368 363 IR 054 928

Switzer, Teri R., Comp.
Benefits for Professional Staff in ARL Libraries. SPEC Kit 197.
PUB DATE- Oct 93
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Employer Employee Relationship; *Fringe Benefits; *Health Insurance; Higher Education; Labor Force Development; Leaves of Absence; Librarians; Library Associations; Library Surveys; Professional Development; Questionnaires; *Research Libraries; *Retirement Benefits; Salaries; Training Allowances

Literacy Collection is given a separate place in the catalog. For each category of materials there are at least two lists; the primary list gives full bibliographic information, and the secondary list is arranged by subject or class number. Four categories of materials are included: (1) "Professional and Program Development Collection of Printed Materials" is comprised of works that support literacy research and program development and appear in a wide range of formats (440 titles); (2) "Video and Multi-Media Collection" includes a variety of audiocassettes, videos, and multi-media sets available to serve libraries, community organizations, tutors, and individuals (82 titles); (3) "Computer Software Collection" contains materials that range from full instructional programs to simple typing tutorials and educational games and is designed as an examination collection not for general circulation (165 titles); and (4) "Adult New Reader Collection" consists of high interest, low vocabulary reading materials (approximately 1,300 titles). (JLB)

ED 368 383   IR 054 953

Stieg, Margaret F.
Change and Challenge in Library and Information Science Education.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 92
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); Educational Objectives; Faculty; Graduate Students; Higher Education; *Information Science Education; Library Planning; *Library Schools; *Library Science; Problems; Specialization; Undergraduate Students
IDENTIFIERS- Historical Background

This book assesses the role of library and information science education in the American university against a broad background of the issues faced by professional schools and the field in general. The book is based in part on information provided by eight accredited schools of library and information science. The issues covered include: (1) what constitutes professional work; (2) regional and national planning for library and information science education versus decision-making by local institutions; (3) the accommodation of specialization; (4) field support for schools that will provide a research and knowledge base; (5) and the emergence of the discipline's integrity in a time of rapid change. Individual chapters present a historical overview and discuss the aims of professional education, the professional context, the university setting, faculty, curriculum, students, administration, and accreditation. (Contains 550 references.) (KRN)

ED 368 384   IR 054 955

Williams, Maurvene D., Comp.; Cole, John Y., Ed.
The Community of the Book: A Directory of Organizations and Programs. Third Edition.
PUB DATE- 93
NOTE- 151p.; For the 1st and 2nd editions, see ED 269 032 and ED 307 589 respectively.
LANGUAGE- English

Advancement; Models; *Money Management; National Surveys; Personnel Policy; Private Financial Support; *Retrenchment; School Business Relationship; School Community Relationship; Two Year Colleges

Compiled by the Commission on Small and/or Rural Colleges of the American Association of Community Colleges, this document provides over 100 tips for saving money and suggestions for fundraising activities for community college practitioners across the nation. Ideas cover such topics as reducing staff and operational costs, innovative fundraising events, and community participation in college operations. For each idea, the name, community college, address, and phone number of a contact person is provided. Sample tips include the following: (1) using chili cookoffs, golf and tennis tournaments, raffles, and auctions to raise money; (2) creating an investments committee composed of local bankers and financial advisors; (3) holding luncheons with the college president to raise funds with targeted professional groups; (4) energy conservation programs, including the use of energy management systems, natural gas-powered electricity generators, more efficient light bulbs, and weather stripping; (5) contracting with local businesses to provide food, maintenance, security, and bookstore services; (6) staggering student support services to expand hours while keeping payroll at the same level; and (7) developing partnerships with local businesses, hospitals, and public organizations to share program costs. (ECC)

ED 368 404 JC 940 208

Preparing Teachers of Young Children--A Collaborative Approach.
SPONS. AGENCY- Ontario Ministry of Education and Training, Toronto.
PUB DATE- Apr 93
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Cooperative Programs; Day Care; *Early Childhood Education; Foreign Countries; Higher Education; *Institutional Cooperation; Models; Program Administration; Program Descriptions; Program Design; Program Implementation; *Program Proposals; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Improvement; Technical Institutes; Universities
IDENTIFIERS- Ontario

In June 1991, the Teacher Education Council, Ontario (TECO), Canada, proposed the development of a collaborative program for more effectively preparing teachers of 2.5 to 7 year old children through an emphasis on the integrated nature of care and education in child care and school settings. The program was also intended to serve as a model for cooperatively organizing four-year teacher education programs and involved Centennial College of Applied Arts and Technology, Ryerson Polytechnical Institute, and the University of Toronto. A steering committee, made up of senior staff members from the three institutions, was created, as well as a work team, composed of one staff member from each institution. The proposed course of study combines liberal studies, professionally related courses, professional courses, and a substantial experiential component, with students jointly registered at all three institutions. The program is designed to lead to an undergraduate degree, an early childhood education diploma to be awarded by the college of applied arts

Community Colleges; Computer Software Development; *Eligibility; Higher Education; Prerequisites; *Records Management; Student College Relationship; *Student Evaluation; Student Recruitment; Transfer Policy; Two Year Colleges; Universities
IDENTIFIERS- Brigham Young University UT

In response to problems experienced by students from two-year college feeder schools, Brigham Young University (BYU) designed a computer file and transfer matrix screen to automate and standardize the transfer evaluation process. The file contains transcript information on courses for each college providing transfer students, including such information as the course name, department, catalog number, credit hours, and upper/lower division status; equivalent BYU course identification; if credit is accepted by BYU; and if entry has been validated. This process ensures uniform advising efforts as counselors and transfer students receive a computerized matrix showing how their previous coursework has been evaluated by BYU and a document showing the application of transfer course work to BYU degree requirements. This process has also proved useful in recruiting and information visits to feeder schools. In a test of the system's capabilities, data tapes of student transcripts were obtained from a feeder school and input into the system. At the recruitment visit, student records were called up and evaluated against BYU degree requirements, showing the best courses to take at the feeder school and suggesting the optimal time to transfer. These changes have made a major improvement in relations with transfer students and administrators by making BYU a partner rather than an adversary. Sample transfer matrices, student progress report, and transfer student profile are attached. (KP)

ED 368 422 JC 940 227

Halford, Andrew
Faculty Morale--Enhancing It in Spite of Diminishing Resources and Challenges.
PUB DATE- Feb 94
NOTE- 8p.; Paper presented the International Conference for Community College Chairs, Deans, and Other Instructional Leaders (3rd, Phoenix, AZ, February 23-26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Principles; *College Administration; Community Colleges; Faculty College Relationship; Faculty Development; Financial Exigency; Leadership Styles; Organizational Change; *Organizational Climate; Organizational Development; *Self Esteem; Teacher Attitudes; *Teacher Morale; Teacher Motivation; Two Year Colleges
IDENTIFIERS- Paducah Community College KY

Faced with budget cuts, demands for accountability by state legislatures and higher education councils, and a history of autocratic governance, the faculty morale at Paducah Community College, in Kentucky, reached its lowest point in 1990. A new president arrived, however, who had recently completed research on governance styles in higher education and developed the fourth paradigm of governance, Faculty Professional Self-Esteem. This paradigm contends that teachers who believe they are treated with respect and valued as professionals are more effective than those who do not believe so. Further, the concept is centered on the following nine variables of needs

California Assembly Bill (AB) 1725, which has distributed approximately $5 million each year since 1989 to districts on an enrollment-based formula. A study was conducted which surveyed FSD programs statewide to assess program outcomes and then investigated programs which represented extreme cases. The study sought to develop a grounded theory about the factors that influence FSD program outcomes. For five sites, program and college documents were reviewed, semi-structured elite and participant interviews were conducted, program activities were observed, and case studies were created. The study found that the AB 1725 FSD Fund was an inefficient and ineffective delivery system to achieve FSD outcomes in the cases studied. State program policy, combined with institutional and program factors, have created programs which have difficulty achieving any one focus and the funds are dissipated yearly with little or no measurable impact. The study produced a theoretical model derived from the site data which indicates that FSD programs with a high perception of program ownership by faculty combined with strong administrative support were related to higher levels of innovation in instruction and professionalism. (Author/AC)

ED 368 439 JC 940 249

Forsyth, Toni Marie
The Culture of Governance: A Study of Organizational Culture and Congruence in Six California Community Colleges.
PUB DATE- 91
NOTE- 227p.; Doctoral Dissertation, University of Californi at Los Angeles.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Administrator Attitudes; *College Administration; Community Colleges; *Congruence (Psychology); *Governance; Governing Boards; Informal Organization; *Organizational Climate; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Six California community colleges were studied in an effort to develop a model for gathering, describing, and analyzing interview and document data derived from college governance personnel about the common organizational culture they share and then drawing conclusions about the "cultural congruence" that exists among them. The six colleges selected for the study had been identified by a statewide panel of experts as having governance systems with reputations characterized as either "most" or "least" effective. Interviews were conducted with governing board presidents; the campus chief executive officers; chief instructional officers; chief student services officers; and senate presidents present, past, and elect. Interviews focused on the history of the college and its governance system, key contributors to the governance process, the purposes of governance, and symbols of governance at the college. The interview data demonstrated that cultural congruence, as measured by similar responses by the interviewees from each campus to specific questions about elements of common culture, existed at higher than the 50% level among the campus-based governance personnel. The colleges with positive reputations for governance effectiveness achieved higher levels of congruence in response to those questions requiring higher order thinking, and the colleges with negative reputations for governance achieved higher levels of congruence in response to questions requiring concrete thinking. (Author/AC) programs; (4) retirement provisions, and (5) community service. Three additional brochures elaborate on the company's child care assistance policy, part-time work and leave options, and work and personal life balance issues and answers. The final brochure is a "Work-Life Situations Road Map," a comprehensive chart of all the company's family policies. Of particular relevance to education are the "Technical Academic Career Program" for those pursuing academic careers after retirement from IBM and the "Retirement Education Assistance Program" for those within five years of retirement. (MDM)

ED 368 457 PS 022 100

Meares, Mary; Saunders, Tom
Lessons To Enhance Achievement and Develop Student Leadership.
PUB DATE- 93
NOTE- 38p.; Paper presented at the Annual Conference and Exhibit: New Horizons, New Perspectives (20th, Portland, OR, November 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Class Activities; Elementary School Students; *Group Activities; Group Unity; Intermediate Grades; Junior High Schools; Junior High School Students; Leadership Qualities; *Leadership Training; Middle Schools; *Peer Relationship; Program Descriptions; *Student Leadership
IDENTIFIERS- *Middle School Students

This report describes the Lessons to Enhance Achievement and Develop Student Leaders (LEADS) program, designed to facilitate the leadership training of middle school students through the creation of a leadership program by teachers and administrators. Section I contains a brief introduction for teachers, and Section II outlines team building activities that teachers can use to enhance group formation, growth, and teamwork. It includes classroom activities and games that help students get to know each other and make them feel comfortable working together. Section III which deals with personal and group goals, includes worksheets that explore personal goals, individual strengths and weaknesses, and the group mission. Section IV includes activities to enhance group success, including time management and telephone skills. Section V provides ideas for group and individual self-evaluation, including reviews of the group mission statement and goals. (MDM)

ED 368 458 PS 022 101

Corley, Robin; And Others
Genetic and Common Environmental Influences on Behavioral Inhibition in Infancy and Early Childhood.
PUB DATE- Mar 93
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Age Differences; Family Influence; *Heredity; Individual Differences; *Infant Behavior;

II discusses SSCT, defined as the ability to question one's own framework of thought, to understand the arguments and rationale of others, and to reason dialectically in such a way as to determine when one's own point of view is at its weakest and when an opposing point of view is at its strongest. Part III examines possible scenarios for developing SSCT skills at Philadelphia's Joseph Pennell Academics Plus elementary school, outlining best case, worst case, and probable scenarios. Parts IV and V look at the historical context for developing SSCT, while Part VI outlines future possibilities for an SSCT program at the Joseph Pennell school. Contains a 40-item annotated bibliography. (MDM)

ED 368 479 PS 022 206

More, Arthur J.
Learning Styles and the Classroom.
PUB DATE- Jun 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; Cognitive Processes; *Cognitive Style; *Educational Strategies; Elementary Secondary Education; Learning Processes; *Learning Strategies; Program Descriptions; *Student Behavior; Teaching Styles

This paper examines different types of student learning styles and outlines a four-step process for identifying and integrating these learning styles to provide students with the most effective educational experience possible. The paper lists five dimensions along which most learning styles can be categorized--global-analytical, verbal-imaginal, concrete-abstract, trial/error/feedback-reflective, and modality. The paper then discusses steps for classroom integration of different learning styles: (1) identify the learning styles of individual learners; (2) match teaching styles to learning styles for difficult learning tasks; (3) strengthen weaker learning styles for easier learning tasks and in drill and practice; and (4) teach learning style selection strategies. Classroom examples of various learning styles are also presented. Three appendixes provide copies of a learning style identification scale, a teaching style identification scale, and a list of behavioral indicators of learning styles. (MDM)

ED 368 480 PS 022 209

Keating, D.; Mustard, J. Fraser
The National Forum on Family Security: Social Economic Factors and Human Development.
PUB DATE- Aug 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- At Risk Persons; Capitalism; Competence; Coping; *Economic Change; *Economic Development; Economic Progress; Foreign Countries; *Futures (of Society); Individual Development; Poverty; *Social Influences; *Socioeconomic Status; *Well Being
IDENTIFIERS- Wealth

Social and economic influences significantly affect the development of competence, health, and well-being in modern families, improve health care and schools, and enhance neighborhood conditions; and (5) demolish societal barriers to child development, such as ethnic prejudice. An afterword examines the implications of the findings for future program development. Contains 87 references. (MDM)

ED 368 500 PS 022 287

Riley, Richard W.
State of American Education. Remarks Prepared for Richard W. Riley, U.S. Secretary of Education.
PUB DATE- 15 Feb 94
NOTE- 24p.; Speech presented at Georgetown University (Washington, DC, February 15, 1994). Corresponding news release appended.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Attitudes; *Educational Change; *Educational Improvement; Educational Objectives; Educational Policy; Educational Quality; *Elementary Secondary Education; Family Problems; *Family School Relationship; Government Role; Higher Education; High Risk Students; Minority Group Children; Parents as Teachers; *Public Education; Student Attitudes
IDENTIFIERS- Department of Education; *National Education Goals 1990; Reform Efforts; Riley (Richard W)

The central issue in education today is whether education has kept up with the fundamental and far-reaching changes in the economic and social structure of this nation. We must have a new ideal of American education grounded in the practical and hard-earned lessons of the last 10 years: that children who come to school healthy are engaged and ready to learn; that for too many children we inadvertently created a tyranny of low expectations and a watered-down curriculum; that excellency and equity are compatible; that teachers teach better if they have real time to learn new techniques and develop meaningful lessons and assessments; that schools do well when they draw on the resources of the community. It is time to move from the negative crisis of education to a positive solution. America's Goals 2000 is the centerpiece of our efforts to create a world-class education for every child. As we look to reconnect our children, four new connections deserve our special attention. First, schools must find new ways to make the connection between parents, their children, and the process of learning. Second, we must reconnect with our alienated minority youth, particularly African Americans and Hispanics. Third, we must acknowledge the vital link between reform of elementary and secondary education and ongoing reform efforts in higher education. Fourth, education must connect with technology. (Recommendations for connecting families and schools and a news release summarizing Secretary Riley's remarks, both from the Department of Education, are included.) (HTH)

ED 368 501 PS 022 289

Bell, Constance C.
The Impact of Public Policy on Urban Child Care in MN.
PUB DATE- Feb 94
NOTE- 6p.; Paper presented at the Annual Policy Symposium of the National Association of Child Care Resource and Referral Agencies (6th, Washington, DC, February 24-26, 1994).

"More than 400 Years in Creation, the Path of American Indian Education" (L. Lippitt & M. Romero); "Long Established Stigmas in Comparative Education: An Introduction" (D. Ray); "Minorities and Education in the Soviet Union" (D. Ray); "Improving the Education of China's National Minorities" (J. Lamontagne); "African-American Society and Education" (L. A. See); "Teacher Training in the Anglo-Eastern Caribbean" (K. P. Binda); "Traditional Neglect in Rural Education in Colombia" (B. Franco); "The Sudan and Minority Education" (A. A. M. Ibrahim); "Multicultural Education for the Diverse Groups in Bahrain" (A. Attieh); "Inequality and Education in India: The Case of the Scheduled Castes" (R. Ghosh & A. Talbani); "The Basques in Spain" (N. Tarrow); "Education in a Divided Society: The Case of Northern Ireland" (A. S. Hughes); "Nation States, Diversity and Interculturalism: Issues for British Education" (J. Gundara & C. Jones); "Integration of Recent Immigrants Through Schooling: An Introduction" (D. Ray); "Integration of Immigrants into the French School System: The Last Twenty Years" (J. Bardonnet-Ditte); "Educational Issues in the Multicultural Society of Germany (W. Mitter); "Integration of Immigrants and Refugees in United States Education" (L. A. See); "Multicultural Education in Canada: Policies and Practices" (C. Lessard & M. Crespo); "Educational Integration of Immigrants in Israel" (Y. Iram); and "An Assessment, Implications for Schooling and Teacher Education" (D. Ray & D. H. Poonwassie). The document includes an index and author profiles. (SV)

ED 368 519 RC 019 537

Lomawaima, K. Tsianina
They Called It Prairie Light: The Story of Chilocco Indian School.
PUB DATE- 94
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Alumni; *American Indian Education; American Indians; Boarding Schools; *Educational History; Elementary Secondary Education; Foreign Countries; Group Unity; Interviews; Oral History; *Peer Relationship; Personal Narratives; Primary Sources; *Resistance (Psychology); *Student Experience; Vocational Education
IDENTIFIERS- *Chilocco Indian School OK; School Culture

Established in 1884 and operative for nearly a century, Chilocco Indian School (Oklahoma) was a federal off-reservation boarding school intended to assimilate American Indian children into mainstream American life. In contrast to previous studies detailing federal policy and practice in such boarding schools, this book draws on and analyzes interviews with 61 Native Americans who attended Chilocco in the 1920s and 1930s. In recollections juxtaposed against official records of racist ideology and repressive practice, these alumni recall their loneliness and demoralization, but also remember the love and mutual support binding them together, their creative rebellions against authority, the forging of new pan-Indian identities and reinforcement of old tribal ones, the skills and trades they mastered, and the leadership they developed. This book examines the relations of power within the school to comprehend federal disciplinary practice and the strategies Indian children devised to escape it. Peer group solidarity was essential to student resistance, but the nature of peer groups differed between boys and girls and among different age groups.

*Financial Support; *Institutional Autonomy; *Tribally Controlled Education; Two Year Colleges
IDENTIFIERS- *Institutional Image; Little Big Horn College MT; Turtle Mountain Community College ND

Although tribal colleges were created to provide autonomy in higher education for American Indians, these colleges are dependent upon external sources for funds, personnel, and part of their legitimacy. Facing two sets of expectations, tribal-college administrators must manage problems experienced by their Indian clientele and adjust institutional routines to the cultural norms of Indian society while presenting the familiar appearance of a postsecondary educational institution to outside resource providers. Case studies of administration at Turtle Mountain Community College (North Dakota) and at Little Big Horn College (Montana) demonstrate the effects of funding dependencies on administrative and academic structures. As a consequence of funding dependencies, one site moved toward a more bureaucratized management system over time, while the other reported pressure to do so. Initially, administrators' professional credentials were crucial to the colleges' academic legitimacy. However, as the colleges gained institutional legitimacy, administrators' external roles as professionals became less salient than the bureaucratic structures they had established. Academic structuring showed an opposing trend, as expectations of 4-year transfer institutions forced a shift from informal flexible coursework taught by faculty with primarily bachelors degrees to a stable core of courses taught by faculty with advanced degrees. Despite the adoption of formal structures, however, day-to-day practices of both colleges continue to reflect the social patterns of Indian rather than mainstream society. (SV)

ED 368 537 RC 019 614

Reagan, Timothy
Developing "Face and Heart" in the Time of the Fifth Sun: An Examination of Aztec Education.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- American Indian Education; American Indian History; Child Rearing; *Educational History; *Educational Practices; Elementary Secondary Education; Foreign Countries; *Latin American History; Religion; Socialization
IDENTIFIERS- *Aztec (People); *Mexico

This paper provides a general overview of Aztec education as it existed when the Spanish arrived in 1519. A brief history traces the rise of the Aztecs from lower-class squatters and mercenaries in the Valley of Mexico to the rulers of a loosely structured "empire" consisting of some 15 million people. Aztec society was highly stratified, but higher rank carried with it higher expectations of moral responsibility and correct conduct. The foundations of society were a religion that ensured the continued existence of the cosmos through the shedding of human blood, and warfare that provided both the blood of warriors and sacrificial victims. Aztec education aimed to promote socially appropriate behavior and instill core values such as self-control and courage in the face of death. Young children learned their parents' daily tasks, learned to

The Future of the Geosciences in the Pre-College Curriculum.
PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the International Conference on Geoscience Education and Training (Southampton, England, United Kingdom, April 23, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Values; *Earth Science; *Educational Change; Elementary Secondary Education; Integrated Curriculum; *Science Curriculum; Science Education; Scientific Literacy
IDENTIFIERS- Aesthetics; *Earth; Nature of Science

Many are aware that to secure a safe Earth for future generations means that people must know more about the Earth, its inhabitants, and the role that each plays in sustaining life on Earth. This lack of knowledge today has led to decisions such as the destruction of the rainforest, the growing and inefficient use of fossil fuels, and until recently the continued use of chlorofluorocarbons (CFCs). In order to rectify this problem, many educators and scientists have suggested the development and implementation of school science programs that enfold the study of Earth systems. This paper provides a brief description of science education today, discussing the various influences on the development of a science curriculum, the need for Earth literacy, and the misrepresentation of the nature of science in curricula. More emphasis is placed on providing insight on an effort already in place to insure that science education reform in the United States will include planet Earth as a vehicle for teaching science. Educators are asked to seize this opportunity to provide students with knowledge that can be directly related to the world around them and hopefully provide an appreciation for the planet. (Contains 41 references.) (ZWH)

ED 368 557 SE 054 236

Hungerford, Harold R.; And Others
Investigating and Evaluating Environmental Issues and Actions: Skill Development Modules.
PUB DATE- 92
NOTE- 250p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Data Collection; Data Interpretation; Environmental Education; Inquiry; *Investigations; Learning Modules; Middle Schools; Moral Values; *Problem Solving; Questionnaires; Research Methodology; Science and Society; Secondary Education; *Skill Development; *Social Action; Social Problems; Student Attitudes; *Student Research; Surveys; Teaching Guides
IDENTIFIERS- *Environmental Action; *Environmental Issues; Environmental Problems

Middle school and high school students need to develop many skills in order to investigate environmental issues and know the basics of citizenship action strategies. This student guide is designed to teach students how to investigate and evaluate environmental issues and actions. The guide is presented in six modules. Module 1 introduces the concept of environmental problem solving through activities in which the students

This paper addresses the role experiments can play in concept development. The study used a qualitative phenomenography research methodology. The interactions of one student with an instructor in a series of eight sessions on electric circuits is reported. The first three session focused on diagnosing the students' prior conceptions of electric circuits. The remaining five sessions focused on teaching interventions designed to help the student develop more knowledge about circuits. Among the conclusions was that the hands-on science activities were effective in facilitating learning of correct relationships in circuits. However, the practical activities alone did not enable the subject to develop a fully scientific model of a circuit system. (Contains 50 references.) (PR)

ED 368 577 SE 054 341

Niaz, Mansoor
Progressive Transitions from Algorithmic to Conceptual Understanding in Student Ability To Solve Chemistry Problems: A Lakatosian Interpretation.
PUB DATE- Mar 94
NOTE- 38p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (67th, Anaheim, CA, March 26-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algorithms; *Chemistry; Classroom Research; *Concept Formation; Elementary Secondary Education; Foreign Countries; Higher Education; Problem Solving; *Science Instruction
IDENTIFIERS- *Conceptual Change; Lakatos (Imre)

The main objective of this study is to construct models based on strategies students use to solve chemistry problems and to show that these models form sequences of progressive transitions similar to what Lakatos (1970) in the history of science refers to as progressive 'problemshifts' that increase the explanatory' heuristic power of the models. Results obtained show the considerable difference in student performance on chemistry problems that require algorithmic or conceptual understanding. The difference between student performance on algorithmic and conceptual problems can be interpreted as a process of progressive transitions (models) that facilitate different degrees of explanatory power to student conceptual understanding. A parallel is drawn between the methodology of idealization (simplifying assumptions) used by scientists and the construction of strategies (models) used by students to facilitate conceptual understanding. A major educational implication of this study is that the relationship between algorithmic and conceptual problems is not dichotomous but rather characterized by a continuum that consists of sequences of models that facilitate greater conceptual understanding. This reconstruction of student strategies to solve problems (progressive transitions) can provide the teacher a framework to anticipate as to how student understanding could develop from being entirely algorithmic to conceptual. (Author)

ED 368 578 SE 054 346

McGinnis, J. Randy
Listening to Diverse Students in an Historically Racist Region: A Social Contextual Study of Science Teaching.
PUB DATE- Mar 94
NOTE- 63p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA,

citizen leaders with whom Couto has worked. "The Making of the Citizen Leader" (Cheryl Mabey) describes ways to educate for leadership while showing that traditional models may not work for the future. This article contends that people must broaden their notions of what leaders do and where they lead. In "Public Leadership and Public Politics" (Michael Briand), there is a call for a different definition of politics as a basis for educating leaders. In order to solve public problems, communities rather than individuals must come to grips with them. The fourth article, "The Political Language of Social Leaders" (Manfred Stanley), discusses how citizen leaders view their roles. In describing a selected group of civic leaders in one town, the article identifies those qualities present in individuals who assume community leadership. "Citizenship and Leadership" (Daniel Kemmis) argues that the only hope for thwarting democratic decline is a revitalization of citizenship. Kemmis contends that revitalized citizen leadership requires specific skills, behavior patterns, and a place to learn and practice them. "Citizen Leadership and Service-Learning" (Cecil D. Bradfield and R. Ann Myers) argues that to learn the citizenship skills required for a democracy, service must be integrated into the college curriculum. "Citizen Leaders for a New Politics" (Peter Bearse) calls for a new kind of public politics in which citizen leaders play a central role. (DK)

ED 368 597   SO 023 152

Jolis, Cilla Ungerth, Ed.
Refugee Education: Learning in Exile.
PUB DATE- Jun 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; Developing Nations; Elementary Secondary Education; Foreign Countries; International Cooperation; International Organizations; *Literacy Education; *Refugees; *Relocation; War; World Problems
IDENTIFIERS- Afghanistan; China; Denmark; Somalia; Yugoslavia

This document addresses the problems of providing education for refugees throughout the world. The bulletin suggests that once the refugees' most pressing needs for food, shelter, health care, sanitation, and clothing have been met, many long for education. In an article entitled "Building Bridges to the Future," subjects discuss problems in refugee education such as the need for refugees to develop life skills, the lack of trained and motivated teachers for refugee children, the question of which language to provide instruction in, whether to model refugee education on the country of origin, or to incorporate the refugees into the host country, and the need for trauma programs. Articles describe aid needed or provided for Somali and Afghan refugees. The "Briefs" section includes discussion of a German fund raising effort to provide money for UNESCO sponsored basic education programs for children in need who have been affected by war in Somalia and the former Yugoslavia, as well as to street children projects in Mexico, Romania, and Vietnam. In this section is an article on a conference at which China announced an effort to universalize nine years of compulsory education and eliminate adult illiteracy by the year 2000. A report titled "Education for All: Status and Trends" ranks developing countries according to five indicators of educational development: (1) adult literacy; (2) the male-female literacy gap; (3) the proportion of school

This document describes an analysis of six published drawing instruction programs employing three approaches to teaching drawing that parallel three major developmental dimensions. The paper questions the notion of a generic curriculum, arguing that the best drawing programs take an eclectic approach. Guidelines for balanced and culturally relevant drawing programs that the study produced help explain how drawing content inappropriate for the sociocultural context can diminish learning. The document contains 24 references and six tables. (Author/SG)

ED 368 615 SO 023 700

Women's Education and Fertility Behaviour: A Case-Study of Rural Maharashtra, India.
PUB DATE- 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Birthrate; Case Studies; *Contraception; Demography; Family Size; *Females; Modernization; Rural Development; Rural Population; Social Status; *Socioeconomic Status; *Womens Education
IDENTIFIERS- *India (Maharashtra); *United Nations

The link between women's education and fertility traces the pattern of modernization and demographic transition of a rural setting in the Indian state of Maharashtra. The study presents the conceptual framework underlying the analysis, background information on female status and on the demographic situation, and an outline of conditions existing at the study site. The analysis of rural Maharashtrian women showed the expected inverse relationship between women's education and fertility, but the relationship was not as strong as often implied. Four main conclusions emerged from the study: (1) evidence suggested that education does exert an independent effect on fertility and the variables that intervened between education and fertility; (2) results indicated that the effect of education was not uniform; (3) evidence showed that the inverse effect of education on fertility was largely the result of inadvertent factors rather than volition changes; and (4) a relationship showed that contraception was important when it came to the role of education in containing unwanted fertility. (CK)

ED 368 616 SO 023 705

The Expert Group Meetings Convened as Part of the Substantive Preparations for the International Conference on Population and Development. Proceedings.
PUB DATE- 93
NOTE- 153p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- *Demography; Developing Nations; Family Planning; Global Approach; Migration; Overpopulation; *Population Distribution; *Population Growth; *Population Trends; Social Sciences; Socioeconomic Status; World Problems
IDENTIFIERS- *United Nations

A review of six expert group meetings was organized to discuss various population and development issues and present individual group reports. The review begins with a synthesis of the meetings and gives a brief description of the instruction on the academic achievement of fifth grade students. The sample consisted of 270 fifth grade students (135 boys and 135 girls) located in a southwestern Kansas school district in a city of approximately 20,000 people. The independent variables considered were: instrumental music status, gender, race, soioeconomic status, family structure, mother's level of formal education, and length of time in the school district. Specific scores from the Comprehensive Tests of Basic Skills, Fourth Edition, Level 15 were used as dependent variables. Level 14 scores from the test were used as covariate measures. One hundred sixty four subjects self-selected participation in instrumental music instruction (band or orchestra). Seven composite null hypotheses were tested and employed a single factor analysis of covariance. Of the 49 comparisons for main effects, 10 were significant at the .05 level. The significant findings include band participants had statistically higher reading vocabulary and reading total achievement; males receiving instrumental instruction scored higher statistically in reading vocabulary; and instrumental students whose mothers had a post high school education showed statistically higher achievement in the total score. (CK)

ED 368 635 SO 023 804

Kirkwood, Kristian John; And Others
A Survey of Students and Educators: Their Views on Alcohol, Drugs, and Tobacco.
PUB DATE- Sep 86
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; Behavioral Science Research; *Drinking; *Drug Education; *Drug Use; Elementary Secondary Education; Foreign Countries; Health Education; Program Evaluation; *Student Attitudes; Surveys; Teacher Attitudes; *Tobacco; Vocational Education
IDENTIFIERS- Peel Board of Education ON

This document describes an Ontario, Canada study to elicit staff and student opinions about various aspects of alcohol, drug, and tobacco programs currently offered in schools. The staff sample included 2061 educators, 65 percent of whom responded. A total of 3052 students in grades 5, 6, and 8 comprised the elementary pupil sample. At the secondary level, 1549 students from grade 11 and 13 mathematics classes in composite secondary schools, and 302 vocational students enrolled in grades 11 and 12 were surveyed. All of the various groups completed a self report questionnaire. The document includes the methodology for the elementary, secondary, vocational and teacher samples. A summary table of the sample for students and staff is included. The results of the staff survey gives the staff profile, priorities for alcohol, drug, and tobacco programs, involvement with teaching alcohol, drug, and tobacco programs, and the student smoking policy. The section for the results of the elementary students survey includes a student profile, information about alcohol, drugs, and tobacco, school programs, alcohol, drugs, and tobacco usage, legal age for alcohol, tobacco, and marijuana use, and summary tables. The results of the secondary and vocational students survey includes the student profile, information about alcohol, drugs, and tobacco, the usage of all three, and the legal age for smoking and drinking. Summary tables are included. The actual questionnaires are included in appendices. The elementary

(055)
DESCRIPTORS- Art Activities; *Art Education; *Curriculum Development; *Dance Education; *Drama; Educational Resources; Elementary Secondary Education; Evaluation Methods; Instructional Materials; *Music Education; Teacher Education; *Visual Arts
IDENTIFIERS- South Carolina

Arts education reform in South Carolina led to the development of frameworks for dance, drama/theater, music, and visual arts education that were organized around a common set of curricular components. Aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing form the basis of comprehensive education in the arts. The first section of the document discusses arts education in the state and in the nation, provides a definition of the arts, and states the mission and essentials of art education. The section on curriculum, instruction, and assessment addresses utilization of the four curricular components in arts programs. This section describes student presentations, educational diversity, and assessment purposes and techniques. The third section emphasizes administrative issues of scheduling, staffing, and teacher preparation for arts programs. For a quality arts program, the fourth section presents the need for materials, facilities, and resources for arts programs. Frameworks for dance, drama, music, and visual arts education for K-12 follow with information on lessons, materials, and activities. The appendix lists resources for arts programs. (CK)

ED 368 656 SO 023 851

Hunter, Kathleen A.
George Washington and the Temple of Democracy. Teaching with Historic Places.
SPONS. AGENCY- Mobil Foundation, Inc., New York, NY.
PUB DATE- 93
NOTE- 9p.; For related documents, see ED 364 464-471.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constitutional History; Elementary Secondary Education; *Federal Government; History Instruction; Instructional Materials; Learning Activities; Maps; *Presidents of the United States; Revolution; *Revolutionary War (United States); Social Studies; Supplementary Reading Materials; *United States History
IDENTIFIERS- *George Washington; Washington DC

This document, from the lesson plan series, "Teaching with Historic Places," provides a description of George Washington's life and the building of the U.S. Capitol. George Washington became the first U.S. President after leading the colonies through the revolutionary war. The U.S. Congress and the President decided to create a federal city on the Potomac River near Alexandria, Virginia. George Washington laid the cornerstone of the Capitol Building in Washington D.C. on September 23, 1793. Drawings, floorplans, and maps illustrate the text. Fifteen student activities supplement the text for instructional purposes in the elementary and secondary school curriculum. (CK)

ED 368 657 SO 023 852

Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Art Appreciation; Art Education; Cultural Differences; *Cultural Pluralism; *Curriculum Development; Elementary School Curriculum; Elementary Secondary Education; *Interdisciplinary Approach; *Multicultural Education; Secondary School Curriculum; Teaching Methods

This document suggests that even within current fiscal constraints, existing curricular content needs to be as diverse as the nation's students. Issues of multicultural arts education that are discussed include cultural identity and heritage, "loss of memory," and language. The goals of multicultural arts education that were enumerated in Volume One are reviewed. The five levels of integration of multicultural content from Volume One are repeated: (1) cultural contributions or the use of prototypical cultural elements to process multicultural knowledge; (2) additive approach, or the inclusion of some new ideas and material without altering the essential structure of the current curriculum; (3) infusion, augmentation of the conventional curriculum to include new material and concepts in order to broaden the curriculum scope; (4) transformation, the interdisciplinary weaving of historical, critical, and aesthetic considerations into the multicultural curriculum; and (5) social action, implies action and decision-making on the part of students as a result of exploration of multicultural issues, and the power of artistic expression to shape and change societal responses to issues. The main objective of this document is to expand level four, transformation, through an interdisciplinary methodology. Sections discuss interaction of multicultural and interdisciplinary instruction, future implications for interdisciplinary instruction, analyzing arts experiences, culture, a framework for analysis of the arts and planning for implementation including flow charts for unit planning and student activity. Lesson plans for interdisciplinary, visual arts, theater, and music lessons are provided, as is an extensive annotated bibliography. (DK)

ED 368 674 SO 023 998

Presseisen, Barbara Z.; Presseisen, Ernst L.
The Authentic Lessons of Schindler's List.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Critical Thinking; Ethics; Films; *History Instruction; *Moral Values; *Nazism; Secondary Education; Social Studies; Teaching Methods; *World War II
IDENTIFIERS- Holocaust; *Schindler (Oskar); *Schindlers List

This document suggests that the movie "Schindler's List" be used as an instructional resource in order to provide criterion situations for teachings. The film opens multiple routes into complex questions that raise universal and immediate meanings, yet also generates idiosyncratic understanding. Learning history in an authentic way is more powerful than merely understanding the events of a particular story or even reading about them in a reputable textbook. Because of this, a teacher should strive to help students to begin to understand what the

IDENTIFIERS- Preservice Teachers

This study sought to determine if summer student teaching in year-round elementary schools could provide preservice teachers with a viable alternative to traditional spring and fall programs. Data were collected on student demographics, students' attitudes toward year-round schooling, autobiographical surveys, and students' overall attitudes and beliefs about teaching. Seventy-nine elementary preservice teachers participated in 17 schools, in which pupils attended school for 60 school days and then were on vacation for 15 school days. The pilot program involved 12 weeks of student teaching experience, with cooperating teachers receiving a stipend for their efforts, university supervisors observing their student teachers a minimum of eight times during the experience, and student teachers attending a 2-hour student teaching seminar each week. Results revealed that students chose summer student teaching because they wanted to complete their requirements sooner. The major concern cited by students involved the impact of track breaks and having to move into an unfamiliar classroom as a result of a track change. Sixty percent of "traditional" students and 89 percent of "nontraditional" students agreed that summer was an appropriate time to student teach. Recommendations are offered for program planning. Data collection instruments are appended. (Contains 15 references.) (JDD)

ED 368 691 SP 035 113

Huyvaert, Sarah; And Others
Time and Learning: Some Professional Reflections.
PUB DATE- 13 Sep 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Educational Change; Educational Objectives; Educational Principles; *Educational Quality; Educational Researchers; Elementary Secondary Education; Higher Education; *Teacher Education; Teacher Role; *Time Factors (Learning); Time Management

The four papers in this document present commentaries by four members of the teacher education faculty of Eastern Michigan University on issues related to time and learning, in response to a visit by the National Education Commission on Time and Learning. Sarah Huyvaert notes the complexity and interrelatedness of issues related to time and learning and recommends a blueprint for change which would address school restructuring, outcome-based education, equity and excellence, needs of children at risk, effects of technology on time to learn, relationship of instructional outcomes to time provided for instructional planning, and ways to use cost/benefit analysis to evaluate different school schedules. Marvin Pasch then focuses on the link between desired learning outcomes and the amount of time required to achieve these outcomes, and the need for teachers to have more time for planning. Alane Starko examines issues such as fiscal resources, curriculum programs, school organization and management, teaching practices, incentives and student motivation, and professional opportunities for teachers. Sarah Martin addresses the issue of the teacher as researcher, pointing out that when teachers serve as researchers, the field gains additional knowledge about the teaching/learning process which then serves to inform practice. References accompany each paper. (JDD)

Tasker, Mary; Packham, David
Government, Higher Education and the Industrial Ethic.
PUB DATE- Dec 93
NOTE- 7p.; Paper presented at the Society for Research into Higher Education Conference (Brighton, England, December 14-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Capitalism; Democratic Values; Educational Assessment; Educational Legislation; Educational Philosophy; Educational Quality; Foreign Countries; *Government Role; Government School Relationship; *Higher Education; *Politics of Education; Public Policy; School Business Relationship; Social Values; *Values
IDENTIFIERS- Further and Higher Educ Act 1992 (Great Britain); *United Kingdom

This paper argues that the values of industry and higher education are incompatible and that imposition of industrial values on universities must necessarily destroy traditional academic values. Any dialogue between industry and higher education must grapple with this value conflict. The industrial ethic is based on unlimited growth, exploitation of raw materials, and penetration of more markets with minimal constraints on competition. The current decade has seen an increased awareness of environmental and societal issues with other trends perhaps signaling fundamental change. Although traditional elite university values of disinterested pursuit of knowledge in a collegial community may have little relevance to a post-modern era, traditional higher education values of creating an educated public and enhancing critical awareness to free minds and uphold democracy is still valid. Government intervention in higher education has promoted industrial values. In particular, in the United Kingdom, the Higher and Further Education Act of 1992 resulted in direct intervention in university teaching by setting up "quality assessment" committees under funding councils. This has brought the industrial language of quality control into the university. These trends may overlie deeper interests in political and social control of higher education. (Contains 26 references.) (JB)

ED 368 250 HE 027 263

Packham, David
Sponsored Research & the Freedom of Publication.
PUB DATE- 10 Nov 92
NOTE- 7p.; Paper presented at a University of Bath School of Education Seminar (November 10, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; *Capitalism; Faculty Publishing; Foreign Countries; *Government Role; *Higher Education; *Politics of Education; Public Policy; Research Reports; Research Utilization; School Business Relationship; Social Values; *Values
IDENTIFIERS- *Sponsored Research; United Kingdom

This paper examines conflicts and collaboration between industry and universities regarding sponsored research and freedom of faculty, peers, and the formal co-curriculum. The 210 students were given the Collegiate Assessment of Academic Proficiency and Likert-type attitude tests in the autumn and spring of their first year. Analysis showed that both students' class-related experiences and their out-of-class experiences made statistically significant and unique contributions to the explanation of variations in learning orientation above and beyond students' precollege traits and their experiences in other areas of college life. A modest joint effect was also observed. This study supports the theory that effects of college on student learning are holistic, that learning is shaped both by students' formal, classroom experiences and by their out-of-class experiences. The data also suggest that administrators, faculty members, and student peers all have important roles in shaping the interests students have in learning. (Contains 24 references.) (GLR)

ED 368 267   HE 027 283

Rendon, Laura I.
A Systemic View of Minority Students in Educational Institutions.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 10 Feb 94
NOTE- 17p.; Paper presented at the Southern Education Foundation Panel on Educational Opportunity and Postsecondary Desegregation (Austin, TX, February 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Access to Education; Admission Criteria; Educational Improvement; *Educational Quality; Educational Trends; Elementary Secondary Education; Higher Education; Inner City; *Minority Groups; Minority Group Teachers; Public Schools; *School Holding Power; Student Attitudes; Trend Analysis

This paper examines the educational situation of minority and poor students within the nation's K-12 and higher educational system. It stresses that poor and minority children are the most underserved in America, that they still attend segregated and under-funded schools, that their drop out rate continues to be high, and that those who do manage to persevere often question the quality of their education. The paper provides data on high school completion rates and college participation rates by race/ethnicity from 1970-1991. It also identifies 15 issues that need to be addressed at the K-12 level (such as school-to-work transition, school safety, and multicultural education), as well as the pre-college and institutionally related factors that influence minority participation in higher education. These include: (1) self doubt and first-generation status, (2) campus climates perceived as racist and/or indifferent to minority concerns; and (3) improving retention rates for minority students. Recommendations for colleges and universities include finding new ways of assessing students; transforming the curriculum; redefining the faculty reward structure; focusing more on recruiting, preparing, and graduating minority teachers; and increasing participation in educational partnerships with schools. The report concludes with a list of state recommendations. (GLR)

ED 368 268   HE 027 284

Mathematics and Science Education program, a description of Cooperative Education Network activities, and a description of the Educational Options Information Campaign. (JDD)

ED 368 286 HE 027 303

Annual Report on Higher Education in New Mexico, 1992.
PUB DATE- 31 Dec 92
NOTE- 46p.; For the 1990-1993 reports, see HE 027 301-304.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Capital Outlay (for Fixed Assets); College Outcomes Assessment; Degrees (Academic); *Educational Finance; Educational Planning; Enrollment Projections; *Enrollment Rate; Expenditures; *Higher Education; Income; Long Range Planning; Planning Commissions; Program Administration; Public Colleges; State Colleges; Statewide Planning; *Student Financial Aid; Teacher Salaries; Trend Analysis
IDENTIFIERS- *New Mexico; New Mexico Commission on Higher Education

This report describes 1992 activities and accomplishments of the New Mexico Commission on Higher Education, followed by information about the utilization and funding of the state's postsecondary institutions. The Commission's major initiatives and accomplishments dealt with higher education financing; statewide planning, research, and reporting; and program administration. Tables and graphs display data on higher education financing, focusing on: state general fund appropriations by expenditure sector and trends in these appropriations, funds revenue by source, instruction and general revenues and expenditures, 10-year comparison of state and regional undergraduate tuition and fees, faculty salary and compensation levels, faculty salary increases, state capital outlay appropriations, and fund sources for capital outlay projects. Data concerning students in higher education are then presented in tables and graphs, covering: enrollment and projections; student characteristics; student persistence; and certificates and degrees awarded by ethnicity and gender. A final section on program administration offers tables and graphs on financial aid dollars by source, financial assistance programs, and awards for the Eisenhower math and science education program. (JDD)

ED 368 287 HE 027 304

Condition of Higher Education in New Mexico, 1993.
PUB DATE- Jan 94
NOTE- 39p.; For the 1990-1992 reports, see HE 027 301-303.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Transfer Students; Degrees (Academic); *Educational Finance; *Enrollment; Expenditures; Higher Education; Program Administration; Public Colleges; Special Programs; State Aid; *State Colleges; *Student Financial Aid; *Tuition; Universities
IDENTIFIERS- *New Mexico

This annual report presents information about New Mexico's colleges and universities and the students who attend these institutions. The report provides information, in text, graphs, similar achievement in college. Appendices provide details of the project's research methodology. Contains 29 references. A separately-published 4-page "Executive Summary" is appended. (GLR)

ED 368 305 HE 027 330

Braskamp, Larry A.; Ory, John C.
Assessing Faculty Work: Enhancing Individual and Institutional Performance. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 94
NOTE- 333p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; *Evaluation Criteria; *Evaluation Methods; Faculty College Relationship; *Faculty Development; *Faculty Evaluation; Higher Education; Interviews; Observation; *Organizational Development; Rating Scales; Student Evaluation of Teacher Performance; Teacher Administrator Relationship; Teacher Effectiveness

This book addresses issues in higher education faculty assessment with emphasis on the role of assessment in fostering development of individual faculty members and their institutions. Part 1 describes the role of faculty assessment with the first chapter outlining inadequacies in current approaches. The second chapter offers a perspective on assessment that emphasizes collegial activity and contributions to individual and institutional development and has three key components: expectations, evidence, and use. Part 2 defines the work of faculty and explores faculty expectations in chapters on classifying work and the importance of expectations. Part 3 covers collecting and organizing assessment evidence in chapters on a strategy for collection, source credibility, and the portrayal of faculty work. Part 4 examines how to use assessment evidence in chapters on the appropriate uses of evidence and practical guidelines to enhance individual and administration use of assessment. Part 5 presents and describes seven different methods and techniques that can be used to collect assessment evidence: (1) written appraisals; (2) rating scales and checklists; (3) interviews; (4) observations and videotaping; (5) indicators of eminence, quality, and impact; (6) achievement and outcome measures; and (7) records and portfolios. Appended are extensive practical resources and samples including forms, measurement instruments, guidelines, and surveys. Includes name and subject indexes. (Contains over 300 references.) (JB)

ED 368 306 HE 027 331

The Universities and the Labour Market. Proceedings of the New Zealand Council for Educational Research (Wellington, New Zealand, October 1993).
PUB DATE- Oct 93
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Change; *Educational Trends; Education Work Relationship; Foreign Countries; Government Role; *Higher

education from elementary grades through higher education. (JB)

ED 368 324 IR 016 536

Bishop, Ann P.
The National Information Infrastructure: Policy Trends and Issues. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; *Computer Networks; Computer Uses in Education; Educational Trends; Federal Legislation; *Government Role; *Information Networks; National Programs; Policy Formation; *Public Policy; Social Change; Trend Analysis; User Needs (Information)
IDENTIFIERS- ERIC Digests; High Performance Computing Act 1991; *National Information Infrastructure; *National Research and Education Network

Today's information infrastructure provides access to a growing array of software and services for education. As both the capabilities of technology and the number of its uses grow, the need to set national policy for computer networking has become increasingly apparent. The High Performance Computing Act of 1991 established government support for the development of the National Research and Education Network (NREN), which is designed to provide links with computer and information resources for researchers, educators, and students. In the past 2 years, federal networking policy has changed to emphasize rapid commercialization of infrastructure and services, broader social goals, greater focus on network users, and community participation. The proposed National Information Infrastructure Act of 1993 amends the original NREN provisions to define national policy more clearly and to increase the emphasis on social goals. The government is not alone in trying to broaden the goals and uses of the national information infrastructure, as the participation of public interest groups and individuals demonstrates. Several sources of information about the infrastructure are listed. (Contains 24 references.) (SLD)

ED 368 325 IR 016 551

Salter, Mary
Exploring Recursion with "LogoWriter" and Teacher's Manual.
PUB DATE- 93
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Higher Education; Individualized Instruction; Learner Controlled Instruction; *Learning Activities; *Programming; Resource Materials; Secondary Education; Teaching Methods; Units of Study
IDENTIFIERS- *LOGO Programing Language; LogoWriter; *Recursive Programing; Turtle Graphics

This document combines a students' manual and a manual for planning room for the project). Guidelines are suggested for teachers who want to interest their students in KidLink, and some examples are given from the experiences of participating teachers. (SLD)

ED 368 343 IR 016 601

Mizell, Al P.; And Others
Distance Education: The Application of Technology to Education and Training (APTEC).
PUB DATE- Jun 93
NOTE- 13p.; Paper presented at the National Educational Computing Conference (Orlando, FL, June 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Adult Students; Audiotape Recordings; Business; Computer Assisted Instruction; Computer Science; *Distance Education; Doctoral Programs; Education; *Educational Technology; *External Degree Programs; Graduate Study; Higher Education; Independent Study; Interaction; Program Evaluation; Psychology; Public Administration; Technological Advancement; *Telecommunications; Training; Videotape Recordings
IDENTIFIERS- *Field Based Programs; *Nova University FL

Nova University (Florida), offers off-campus undergraduate and graduate degree programs in education, business and public administration, psychology, and computer sciences. This paper describes one of these offerings, the Application of Technology to Education and Training (APTEC) specialization in the Ed.D. program in Child and Youth Studies (CYS). The APTEC program requires six courses in the specialization area and is designed to prepare the student as a child and youth advocate in the use of educational technology. Students in the CYS program meet twice a year for a 3- to 5-day period to interact with the instructor; this is followed by interaction through the audiobridge, videotapes and audiotapes, electronic mail, and the electronic classroom (an electronic forum on the Unix system). Four clusters of students are included in an ongoing evaluation that will encompass the 3-year span of the program and study its effectiveness. Results of the first evaluation year indicate that the program is successful. Appendix A contains a description of field-based programs by John Scigliano, and Appendix B describes the APTEC courses. (SLD)

ED 368 344 IR 016 602

Pina, Anthony A.; Harris, Bruce R.
Preservice Teachers and Computers: Strategies for Reducing Anxiety and Increasing Confidence.
PUB DATE- Feb 94
NOTE- 15p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Nashville, TN, February 16-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Anxiety; *Computer Assisted Instruction; *Computer Attitudes; *Computer Literacy; Cooperative Education;

IDENTIFIERS- *Association of Research Libraries; Library Policy; Sick Leave; Tuition Reimbursement

The kit and flyer explore employee benefits offered to professional staff by member institutions of the Association of Research Libraries (ARL). To find out about these benefits, ARL surveyed its 119 members in 1993, and received 71 replies. Of responding libraries, 100% provide health care insurance, 69% have a major medical plan, while 86.4% provide a dental insurance option and 91.9% have a life insurance plan. The benefit rate is usually a percentage of salary or a fixed dollar amount. One of the standard benefits offered is a retirement plan, with 68% offering Social Security or the equivalent as a retirement plan and about 53% offering a defined contribution plan (retirement based on total contributions and the return on investments). Only 0.8% do not offer some type of sick or annual leave. Fifty-seven percent allow professional leave to conduct research. Educational benefits are among the perks offered, with 77% offering a study privilege. Recent economic trends are making benefits more important to employees, and libraries appear to be responding to their concerns. A total of 31 policy statements from 19 libraries are included that address general benefits; sick, annual/vacation leave; disability leave; sabbatical and research leave; and educational benefits. A copy of the questionnaire and a list of 20 selected readings are also included. (SLD)

ED 368 364 IR 054 929

Ward, Caroline; Levine, Joyce
Book Banquet. A Summer Reading Program Manual.
SPONS. AGENCY- Gaylord Bros., Liverpool, NY.; Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 283p.; Art by Steven Kellogg and Rachel S. Fox.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Art Activities; Childrens Art; *Childrens Libraries; *Childrens Literature; Elementary Secondary Education; Fiction; Library Planning; *Library Services; Nonfiction; Program Development; Program Implementation; Publicity; *Public Libraries; *Reading Programs; Resource Materials; State Libraries; State Programs; *Summer Programs
IDENTIFIERS- New York State Library

This manual for the 1993 New York State summer reading program, "Book Banquet," ties books and reading together with the theme of eating. The manual offers program ideas, activities, and materials. The following chapters are included: (1) "Appetizers" (planning, publicity, and promotion); (2) "Setting the Table" (decorations and display); (3) "Main Course--Reading"; (4) "a la carte" (programs and activities); (5) "Delectable Desserts" (crafts, games, puzzles, mazes, and shopping); and (6) "Basic Pantry" (books, media, and other resources). The annotated bibliography of the "Basic Pantry" section includes 130 works of fiction for children, 106 works of nonfiction, 17 poetry books, 29 books for young adults, and 25 books as adult resources. Additional resources and recordings are listed. (SLD)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Books; Cooperation; Directories; Guides; *Institutions; International Programs; Libraries; *Literacy; Literacy Education; *Organizations (Groups); Publishing Industry; *Reading Programs; Reference Materials; Resource Materials
IDENTIFIERS- Examples; Library of Congress

This directory describes organizations and programs that promote books and reading, administer literacy projects, and encourage the study of books, and whose purposes and interests frequently overlap with those of the Center for the Book of the Library of Congress. Although international organizations are included, the focus is on institutions in the United States. Collaborative efforts and partnerships receive special attention. The 109 organizations are arranged alphabetically. Each entry contains a basic block of information about the organization, including address and online access information, as well as narrative sections titled: (1) What/For Whom; (2) Examples (of programs); (3) Publications; and (4) Sources of Support. Some additional resources that do not fit the main list are attached, and an index allows greater subject access. (SLD)

ED 368 385 IR 054 956

Wright, A. J.
Copyright in Cyberspace: Intellectual Property and Electronic Media and Networks.
PUB DATE- 13 Dec 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Networks; *Copyrights; Databases; Downloading; Electronic Publishing; *Fair Use (Copyrights); Futures (of Society); Information Dissemination; *Information Networks; *Legal Problems; Legislation; Policy Formation; Preservation; Privacy; Reprography; *Telecommunications; Videotape Recordings
IDENTIFIERS- *Cyberspace; Electronic Document Delivery; National Information Infrastructure; Print Media

The increasing presence of electronic materials, databases, and networks in society's institutions raises a number of new questions related to copyrighted and intellectual property in cyberspace environments (e.g., How will the fair use provision of U.S. copyright law and practice be extended to electronic situations?). Such questions have attracted the attention of the Congress and federal government since at least 1976. The ease of transferring massive amounts of data electronically permits easy misuse. One group working to address some of these issues is the Working Group on Intellectual Property of the Information Policy Committee of the National Information Infrastructure Task Force, which considers the issues of copying for preservation as well as those of the creation of new digital products. It is possible, however, that electronic media and networks may offer solutions to problems associated with copyright in a print-based context, such as those involved in the distribution of scholarly publications. Societal practices may mitigate some of these problems as well. The public perception of fair use, as seen in videotaping and photocopying practices, is already at odds with copyright law, and technology, and a teaching credential to be recommended by the university faculty of education. TECO proposals for implementation include wider recognition of the program by government agencies and funding for monitoring and evaluating the program by the Ministry of Education and Training. The project plan, materials on implementation of a French language component, supporting letters, the work team report, and a glossary are appended. (Contains 44 references.) (ECC)

ED 368 405 JC 940 209

Positions: MinnMATYC Position Statements.
PUB DATE- Jan 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Mathematics; Community Colleges; Elementary School Mathematics; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Policy Analysis; Policy Formation; Position Papers; *Prerequisites; Standards; Two Year Colleges
IDENTIFIERS- Minnesota Mathematical Assn of Two Year Coll

Developed by the major committees of the Minnesota Mathematical Association of Two-Year Colleges (MinnMATYC) and approved by its Executive Board, these four position statements are intended to guide discussion and influence decisions affecting mathematics in Minnesota's two-year colleges. The first position statement suggests that the prerequisite for any college level liberal arts math course should be 3 years of high school mathematics, including Algebra I, Geometry, and Algebra II, or Elementary and Intermediate Algebra taken in college. The second position taken by MinnMATYC is for a standardized curriculum in intermediate algebra, providing a list of prerequisite, mastery, and introductory skills designed to provide students with a sound foundation for success in higher level mathematics, science, and business courses. The third position statement calls for the addition of one college mathematics course intended for college transfer to the list of Associate in Arts and Associate in Science degree requirements. Finally, in response to national mathematics education initiatives, MinnMATYC's fourth position statement suggests that any course intended for prospective elementary teachers must require a demonstration of mastery of prerequisite topics and feature such elements as active participation by students, historical and cultural perspectives of mathematics, assistance in solving problems, and varied methods to present course material. (MAB)

ED 368 406 JC 940 210

Laden, Berta Vigil
Defying the Odds: Academic Performance Toward Transfer of Hispanic First-Year Community College Students.
PUB DATE- Apr 94
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

and interests of faculty and staff identified through a study of 25 community colleges in 13 states: (1) the physical environment and its condition, including the layout and state of repair; (2) appropriate consultative and participatory management; (3) open communications; (4) honest, even-handed administrators; (5) thorough and open access to budget development; (6) control over classroom-related matters; (7) adequate instructional support services; (8) opportunities for professional growth and renewal; and (9) meaningful involvement in setting and evaluating institutional mission, goals, and objectives. The fourth paradigm suggests that, in times of limited resources, enhanced self-esteem and shared governance provide the tools to reshape existing resources for a more effective learning environment. (KP)

ED 368 423 JC 940 228

Spina, Peter A.
Creative Financing for Workforce Training.
PUB DATE- 7 Apr 94
NOTE- 9p.; Brief prepared by Debra McKeown for a speech presented by Peter A. Spina at the Annual Convention of the American Association of Community Colleges (74th, Washington, DC, April 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; Community Colleges; *Distance Education; *Educational Finance; Government School Relationship; Information Networks; *Institutional Cooperation; *Job Training; Labor Force Development; Retraining; School Business Relationship; School Community Relationship; *Shared Resources and Services; Two Year Colleges

Worker education and retraining is a key component of economic competitiveness, requiring the collective efforts of business, government, and education to secure and use revenue creatively and efficiently. Approximately 85% of the workforce of the year 2000 is already employed today, and up to 75% of those workers will need significant job retraining in the next decade. Community colleges have experience in providing workforce training and education, and are well positioned for worker training in small and medium-sized companies, where training is most needed. Since current workforce education programs in community colleges are limited primary by inadequate resources, innovate public-private partnerships are the most realistic and promising method of supporting these programs. Community college leaders need to work with government and business representatives to develop policies and funding mechanisms that provide incentives to business for investment. At Monroe Community College, examples of financing initiatives include outsourcing of community college expertise, obtaining direct and indirect government grants, training government employees, and participating in a consortium effort. Existing monies can by used more efficiently through public-private partnerships, distance learning, and systems management. (ECC)

ED 368 424 JC 940 231

Walke, Jean
Analysis of Departmental Functions: The Department of Staff and Instructional Services, Houston Community College System.
PUB DATE- 1 Dec 93

ED 368 440 JC 940 251

Portolan, Janet Susan
Developing a Statewide Organization and Exploring a Redefined Role for Instructional Administrators in California Community Colleges.
PUB DATE- 92
NOTE- 151p.; Doctoral Dissertation, University of California at Los Angeles.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Deans; *Administrator Role; *Community Colleges; *Professional Associations; Two Year Colleges
IDENTIFIERS- *Association of Instructional Administrators; *California Community Colleges

Community college instructional administrators are faced with an increasingly information- and technology-oriented and decentralized environment; a greater role in organizational change and a concomitant failure by colleges to recognize this phenomenon; and an ever-changing need for new skills. An intervention was sought to deal with the problems of the lack of training, support, and identity for instructional administrators. The intervention, the creation of a statewide Association of Instructional Administrators, was built on theoretical literature addressing the "strength of weak ties," boundary spanning, and "convergent communication." Although the original effort emphasized training and networking, the increasingly political environment influenced the internal development of the organization and the external perceptions of it. Additional interventions to help focus the organization--a needs assessment survey and interviews--failed to reflect sufficiently the changing social context so that the organization could respond with an appropriate mission and goals statement. However, the interventions were found to be inextricably linked the move from a collective bargaining (management-controlled) environment to a shared governance (faculty-controlled) environment. The changing social context negated the value of the organizational intervention. It became evident that the instructional administrator role demands clarification of purpose and worth especially within the shared governance environment, and that instructional administrators might develop a successful role in the system by realigning themselves with faculty issues rather than management concerns. (Author/AC)

ED 368 441 JC 940 253

Banks, Debra Louise
Environmental and Organizational Factors Influencing the Community College Transfer Function.
PUB DATE- 92
NOTE- 240p.; Doctoral Dissertation, University of California at Los Angeles.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Case Studies; *College Transfer Students; *Community Characteristics; *Community Colleges; *Enrollment Trends; Higher Education; *Institutional Characteristics; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Transfer Rates (College)

A two-part study of community college transfer rates was

*Inhibition; Longitudinal Studies; Nature Nurture Controversy; Play; *Toddlers; *Twins

This study was designed to assess genetic influence on behavioral inhibition and its varying expression in 92 monozygotic and 86 dizygotic twin pairs. Infant behavior and mother-child interaction were observed and videotaped during structured play sessions at age 14, 20, 24, and 36 months. Analysis of the results suggests that most of the overlap in behavioral inhibition is due to overlap in genetic influences, especially at 24 months. In contrast, there is no evidence that shared twin environment contributed appreciably to overlap in the measures. Twins do not appear to be subject to a strong familial influence that affects their response to all situations where behavioral inhibition might be measured. (MDM)

ED 368 459 PS 022 103

DuCharme, Catherine C.
Historical Roots of the Project Approach in the United States: 1850-1930.
PUB DATE- 12 Nov 93
NOTE- 38p.; Paper presented at the Annual Convention of the National Association for the Education of Young Children (Anaheim, CA, November 10-13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Curriculum Development; *Early Childhood Education; *Educational History; *Educational Philosophy; Kindergarten; Laboratory Schools; Social History; *Student Projects; *Teaching Methods; Teaching Models; United States History
IDENTIFIERS- Dewey (John); Froebel (Friedrich); Hall (G Stanley); James (William); Parker (Francis)

This paper contends that the historical roots of the project approach in the United States can give strength to early childhood educators today, offering insight and models for the implementation of child-oriented curriculum. The project approach to teaching and learning evolved as a result of the educational ideas of Friedrich Froebel, William James, G. Stanley Hall, Francis Wayland Parker, John Dewey, and William Heard Kilpatrick in the 19th- and early 20th-century. Froebel maintained that the purpose of school is to enable children to become cooperative and helpful in living, that the root of the educative process lies within the child's instincts and spontaneous activities rather than in the presentation of external material, and that the school is a mini-community reflecting the larger, maturer society. The ideas of Froebel, James, Hall, Parker, Dewey, Kilpatrick and others are discussed in detail, especially in their relation to the kindergarten movement, the nature study movement, the Herbartian movement, and the laboratory schools movement in the 19th- and early 20th-century. Contains 58 references. (MDM)

ED 368 460 PS 022 115

O'Connell, Martin; Bachu, Amara
Who's Minding the Kids? Child Care Arrangements: Fall 1988.
PUB DATE- Aug 92
NOTE- 66p.; For the 1986-87 study, see ED 321 899.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Collected Works -

society. During periods of profound social and economic change, such as the present, some sectors of society are often at very high risk of encountering a decline of social support and hence inadequate nurturance of developmental needs. Families with young children are often the most vulnerable, especially those in lower income groups. This social trend is likely to have a significant, negative impact on people's competence, health, and well-being. An overview of current theories of economic growth, the human development factors necessary to sustain wealth creation, and the major problems faced by many families and children highlight key challenges for society. Capitalism based on individualism will probably be unable to create enough wealth for everyone, since it tends to be captured by those interested in a wealth-driven society. Nations that have evolved capitalism in a broader societal context will probably meet the challenges and be able to create the wealth needed to sustain prosperous and healthy societies. Contains 54 references. (MDM)

ED 368 481 PS 022 212

Facts for Life: A Communication Challenge. Revised Edition.
PUB DATE- 93
NOTE- 122p.; This publication is available in English, French, Spanish, Portugese, Arabic, and 179 national adaptational languages.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Birth; Breastfeeding; *Child Health; *Developing Nations; Disease Control; Diseases; *Health Education; *Health Promotion; Hygiene; Immunization Programs; Prenatal Care; *Preventive Medicine
IDENTIFIERS- Birth Spacing; Birth Timing; Diarrhea; Malaria; *Maternal Health

Noting that a quarter of a million children in the developing world die each week and that millions more live with ill health and poor growth, this handbook presents practical, low-cost ways of protecting children's lives and health. It is directed to those people who are in the position to communicate this information to families, such as health practitioners, educators, politicians, or the media. Written in plain language, each of the 11 chapters consists of: a note to communicators, on why the chapter's messages exert such powerful leverage on maternal and child health; prime messages, basic information that every family and community ought to know; and supporting information, more detailed information on each prime message for those who want or need to know more. The 11 chapter topics are: (1) timing births; (2) safe motherhood; (3) breastfeeding; (4) child growth; (5) immunization; (6) diarrhoea; (7) coughs and colds; (8) hygiene; (9) malaria; (10) AIDS; and (11) child development. (TJQ)

ED 368 482 PS 022 215

Herman, Hannah; And Others
Prenatal to Preschool: An Integrated Approach to School Readiness for Native Hawaiian Children.
PUB DATE- Dec 93
NOTE- 20p.; Paper presented at the Biennial National Training Institute (8th, Washington, DC, December 2-5, 1993).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Planning; *Day Care; Early Childhood Education; *Educational Quality; Federal Government; *Financial Support; *Government Role; Local Government; Low Income Groups; Program Descriptions; Program Effectiveness; *Public Policy; School Districts; State Government; *Urban Areas
IDENTIFIERS- *Minnesota (Minneapolis)

Changing public policies have had a negative impact on urban child care in Minnesota over the last 25 years. A recent study of inner city child care programs found that: (1) many programs were in a continual state of financial crisis because of fluctuations in demand; (2) government reimbursement rates to centers based on average market rates did not reflect the actual cost of providing quality care; and (3) many of the programs studied lacked the organizational and financial management systems needed to maximize possible resources. The Greater Minneapolis Day Care Association (GMDCA) has been working in collaboration with county, city, and school district authorities to enhance the quality of urban child care programs. The GMDCA has begun to tie grant to quality and fiscal assessments. The city, county, and state governments, along with the local business community, have become more aware of the relationship between quality preschool programs and school readiness. GMDCA has also undertaken to solicit additional funding from county and school district authorities to help urban child care programs improve quality and reduce waiting lists for subsidized child care. (MDM)

ED 368 502 PS 022 290

Scoville, Satsuki; Chambliss, Catherine
Children's Delay of Gratification and Preschool Performance.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Age Differences; *Delay of Gratification; *Preschool Children; Preschool Education; Sex Differences; *Student Behavior; Teacher Attitudes
IDENTIFIERS- Project Head Start

This study investigated the relationship between delay of gratification and preschool performance in 20 students aged 4 and 5 years old, and enrolled in a Head Start program. Gratification delay was measured through an experiment that allowed the students to choose between a smaller immediate reward or a larger delayed reward. Preschool performance was measured through classroom observations and teacher ratings. Although it was hypothesized that preschool students with a high capacity for delay of gratification would be rated as "ideal" students by their teachers, the results failed to offer strong support for the hypothesis. Future research in this area might use a different operationalization of the delay variable, as well as a larger sample size, to obtain clearer results. (MDM)

ED 368 503 PS 022 291

Reimers, Fernando
Towards a Policy for Early Childhood Education in Latin America

Appendices describe interview participants and methodology. This book contains 95 secondary references (in addition to school and federal records), photographs, and an index. (SV)

ED 368 520 RC 019 538

Jimenez, Carlos M.
The Mexican American Heritage: With Writing Exercises.
PUB DATE- 92
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Education; Essay Tests; *History Instruction; History Textbooks; Mexican American Education; *Mexican American History; Mexican Americans; Mexicans; Secondary Education; Teacher Developed Materials; *Writing Exercises
IDENTIFIERS- *Chicano Studies; *Mexico

Written by a Los Angeles history teacher frustrated by the lack of culturally relevant materials, this book covers some of the most interesting events in the history of Mexico and the heritage of Mexican Americans. Chapters are: (1) Indian Mexico (Teotihuacan, the Maya, the Toltecs, and the Aztecs); (2) La Conquista (Cortes and Moctezuma, conquest of Tenochtitlan, and the Colonial Era); (3) The Loss of Aztlan (independence of Mexico from Spain, Mexican-American War, loss of northern lands to the United States, and Mexican Americans in the U.S. Southwest); (4) The Mexican Revolution, Part I--The Era of Porfirio Diaz (Juarez, the Diaz dictatorship, hacienda system, and modernization of Mexico and its costs); (5) The Mexican Revolution, part II--Revolutionary Decade (1910-1920) and Beyond (Madero presidency, Huerta dictatorship, Pancho Villa, Emiliano Zapata, Mexican Constitution of 1917, Carranza presidency, Zapatismo lives on, Lazaro Cardenas, nationalization of the oil industry, and the present and future of Mexico); (6) The Zoot Suit Years (Mexicans return to Aztlan, World War II, racism and discrimination against Mexicans in the United States, Sleepy Lagoon trial, and riots as sailors attacked Mexican youth); (7) Cesar Chavez and Mexican Labor in the Southwest (labor and unions, California agribusiness empire, Chavez, birth of the United Farmworkers, Delano grape strike, and justice for Latino workers); and (8) Los Chicanos (the Chicano Movement, Chicano intellectuals and artists, demands for bilingual and bicultural education, and political and social advances). Each chapter contains five writing exercises (sentence vs. fragment, short answer questions, paragraph questions, clustering and identification items, and essay questions), and some contain pages on paragraph writing, answering essay questions, and taking in-class essay examinations. Introductory sections explain the writing exercises to the student and make suggestions about their use to teachers. Many photographs are included. (SV)

ED 368 521 RC 019 539

Dooley, Elizabeth E.; Savage, Luise B.
Encouraging Diversity in the Rural Classroom.
PUB DATE- 22 Apr 94
NOTE- 7p.; Paper presented at the National Alternative Certification Conference (Washington, DC).
LANGUAGE- English

tolerate hunger and discomfort, and were punished for inappropriate behavior. At ages 12-15, both boys and girls attended a formal school maintained by their kinship group, where they received religious and cultural education. From ages 15 to 20, the sons of commoners engaged in extensive military training; received instruction in history, religion, ritual, proper behavior, and music; and learned vocational skills from their fathers. The sons of the nobility attended temple schools, where they received an academically superior education, memorized vast quantities of historical and religious material, and learned to speak well. There were also instances of girls and non-noble boys attending temple schools to become scribes or priests. In short, Aztec education for young adolescents was mandatory, universal, and quite successful in achieving its aims. (SV)

ED 368 538 RC 019 616

Gibson, Ian W.
Preparing Teachers for Rural Education Settings in Australia: Issues of Policy, Practice and Quality.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Needs; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *Preservice Teacher Education; *Rural Education; Rural Schools; Small Schools; *Teacher Attitudes; *Teacher Selection
IDENTIFIERS- *Australia

This paper analyzes current policy and practice relating to the preparation and selection of teachers for rural areas of Australia, and contrasts these to perceptions of rural teachers concerning the adequacy of their preservice preparation. Nine recent Australian national and state reports and policy statements were analyzed. National policy recognizes the uniqueness of Australian rural schools, and the need for specialized training for future rural teachers in such areas as rural culture and society, Aboriginal culture, climate, mechanisms for adapting to local limited resources, and multigrade teaching methods. By contrast, the pervasive attitude in state education department documents appears to assume no need for specialized training or selection practices for rural and isolated personnel. Interviews with representatives of state and regional teacher recruitment offices revealed no standard approach to selection of rural teachers and little effort to match appropriate skills with rural placements. In-depth structured interviews were conducted with 24 teachers newly appointed to small communities in "outback" regions of Queensland. Most had requested rural placement. Half were in one-teacher schools, and 79 percent were teaching three or more grade levels. Three-quarters of interviewees were dissatisfied with their preparation for rural teaching, and indicated the need for better training in multigrade classroom strategies and teaching methods, organization, student evaluation and placement, school administration, and dealing with the community. (Contains 33 references.) (SV) examine the definition of the term environment, the effects of environmental interactions, pictorial illustrations of environmental issues, environmental beliefs and values, and the basics of issue analysis. Module 2 gives students the skills to collect information needed to investigate an environmental issue. Students learn to identify an issue, formulate research questions, compare information resources, identify resource people, summarize information, and search for references. Module 3 introduces students to the use of surveys, questionnaires, and opinionnaires. Students study the rules governing the use of surveys and questionnaires, learn to distinguish between the three research methods, learn the rules of sampling populations, and summarize data collection techniques. Module 4 helps students understand basic types of data interpretation. Module 5 provides students with activities that lead the students through the investigation of an environmental issue of their choice. Module 6 provides students with the skills to become active participants in solving environmental issues. A teacher's edition is appended to the book. It provides suggestions for teaching the exercises associated with each module. (MDH)

ED 368 558 SE 054 247

Smist, Julianne M.
General Chemistry and Self-Efficacy.
PUB DATE- Aug 93
NOTE- 27p.; Paper presented at the National Meeting of the American Chemical Society (206th, Chicago, IL, August 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anatomy; *Chemistry; College Freshmen; *College Science; Higher Education; Introductory Courses; Physiology; Science Education; *Science Instruction; *Self Efficacy; Sex Differences; *Student Attitudes

Several researchers have argued that the underrepresentation of women and minorities in professional occupations results from negative beliefs or attitudes, particularly self-efficacy expectations. A Science Self-Efficacy Questionnaire (SSEQ) was designed and later administered to 430 students (all were enrolled in freshman general chemistry and anatomy/physiology courses) to determine if experiencing freshman college science courses had any effect on the student's self efficacy. Results indicated that in general the students at the beginning of the fall semester felt reasonably confident in their abilities to perform science tasks, with females only less confident than males in the area of physical manipulations (i.e. performing laboratory experiments). Three conclusions were drawn regarding students' freshman experience: (1) students gained more confidence in the laboratory; (2) a significant change in their self-efficacy toward chemistry did not exist; and (3) their biology self-efficacy was lowered. The science questionnaire is attached. (Contains seven tables and four graphs.) (ZWH)

ED 368 559 SE 054 254

White, Judy Ann Rowell; Richardson, Gloria D.
Comparison of Science Attitudes among Middle and Junior High School Students.
PUB DATE- Nov 93
NOTE- 82p.; Paper presented at the Annual Meeting of the Mid

March 19-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Historical Materials (060)
DESCRIPTORS- Classroom Environment; *Educational History; Educational Research; Intermediate Grades; Junior High Schools; Middle Schools; *Multicultural Education; *Science Instruction; Science Teachers
IDENTIFIERS- *Diversity (Student)

Many teachers and educators faced with the task of teaching in a multicultural classroom and subsequently the responsibility of creating an environment that is conducive for all students' learning, are seeking advice from a variety of reliable sources. One such source that may be looked upon in the future to share their insights regarding this subject are the teachers of a culturally diverse middle school in Georgia. This report describes the social contexts of an in-depth interpretative multicultural study that examines the teaching practices of two white middle school science teachers within this school. The document partitions into three sections: section one focuses on a historical and demographic analysis of the contextual levels; section two presents culturally diverse student voices from the study grouped under analytic categories that relate to multicultural considerations; and section three discusses insights resulting from the use of a social contextual framework in conducting multicultural research. (ZWH)

ED 368 579 SE 054 348

Tartwijk, Jan van; And Others
The Interpersonal Significance of Molecular Behavior of Science Teachers in Lab Lessons: A Dutch Perspective.
PUB DATE- Mar 94
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March 19-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Classroom Research; *Classroom Techniques; Elementary Secondary Education; Foreign Countries; Higher Education; *Interpersonal Communication; *Science Instruction; *Teacher Behavior
IDENTIFIERS- Netherlands

Many researchers have begun to investigate possible predictors for the problems that beginning teachers may or may not face early in their career (often many of the problems faced are related to establishing and maintaining 'order' in the classroom). Two broad factors related to this problem were identified: (1) interpersonal aspect of teacher behavior; and (2) pedagogical-methodological aspect. This document focuses on the development of scientifically based guidelines concerning interpersonal teacher behavior in order to improve the quality of teacher education. Specifically, a model for interpersonal teacher behavior was operationalized in the form a questionnaire to determine the importance of physics teachers' communication style on student outcomes and attitudes. Suggestions are made to beginning teachers. (ZWH)

ED 368 580 SE 054 349

Lederman, Norman G.; Chang, Huey-Por
An International Investigation of Preservice Science Teachers'

age children actually enrolled; (4) the proportion of enrolled children who complete grade 4; and (5) educational expenditure as a percentage of gross national product. (DK)

ED 368 598 SO 023 155

Shannon, John, Ed.
Baseball.
PUB DATE- 92
NOTE- 9p.; This newsletter is provided to schools as part of the Constitutional Rights Foundation's Sports Law Program. Sports & the Law draws on young people's natural interest in sports to stimulate their involvement in education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Athletics; *Baseball; Foreign Countries; Governing Boards; *Law Related Education; Moral Values; Popular Culture; Secondary Education; Social History; Social Studies; Social Values; *Sportsmanship
IDENTIFIERS- Gambling; Japan; Landis (Kenesaw Mountain)

This student newsletter issue speaks to the subject of baseball. The first article, on who rules baseball, discusses the problems that the developing sport had with gambling, and the struggle between the owners and gangsters for control of the game. The article describes the scandal involving the Chicago White Sox in the 1919 World Series and the resulting creation of the position of baseball commissioner who would act as judge and governor of the sport. It explains that the struggle between a powerful commissioner, the influence of gambling, and owners who have invested heavily in the game has continued for 70 years. A similar scandal with baseball player and manager Pete Rose went to a court of appeals that supported the baseball commissioner's power to discipline a player. Questions for discussion are included. a second article describes the Sports and the Law Junior High Jam held in Los Angeles in August 1992. This was the first time that the event had been held. It brought together 150 boys and girls from inner city schools and community centers in Los Angeles. The tournament combined academics, community service, and basketball. All three areas were counted in picking the most well rounded teams of student athletes. The newsletter includes a puzzle using sports questions drawn from baseball and the articles included in this issue. Other articles discuss differences in baseball between the United States and Japan, and high school athletic programs. (DK)

ED 368 599 SO 023 179

Reardon, Betty A.
Comprehensive Peace Education: Educating for Global Responsibility.
PUB DATE- 88
NOTE- 121p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; *Futures (of Society); Higher Education; Instructional Improvement; *Peace; *Social Change; *Teaching Methods
IDENTIFIERS- *Peace Education

organizational aspects of the meetings, a summary of recommendations, and an overview of important issues examined at more than one meeting. The meeting on population, environment, and development focused on implications for sustained economic growth and sustainable development. The meeting on population policies and programs observed that the stabilization of global population within the shortest period possible had become an internationally recognized goal. The objectives of the meeting on population and women were to identify practical steps that governments and organizations could take that would help empower women and promote development. The meeting on family planning, health, and family well-being identified characteristics crucial for the success of family programs and considered political commitment fundamental. The meeting on population growth and demographic structure reviewed past trends and future prospects of population growth and discussed concerns for the inevitability of persistent growth well into the 21st century due to the momentum built into the age structure of most developing countries. The final section reports on the meeting on population distribution and migration that concluded migration was a rational response by individuals and families to spatial differences in opportunities. (CK)

ED 368 617 SO 023 709

World Urbanization Prospects: The 1992 Revision. Estimates and Projections of Urban and Rural Populations and of Urban Agglomerations.
PUB DATE- 93
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140),Books (010)
DESCRIPTORS- Human Geography; Population Distribution; *Population Growth; *Population Trends; Rural Areas; *Rural Population; *Rural Urban Differences; Urban Areas; *Urban Demography; *Urban Population
IDENTIFIERS- *United Nations

This United Nation's publication presents data on the size and growth of urban and rural populations for all countries of the world and contains revised estimates and projections for all urban agglomerations that had at least one million inhabitants in 1990. Chapter 1 presents levels of urbanization and future trends for urban and rural populations in the world. Chapter 2 describes the world's largest urban agglomerations according to population size, their regional distribution, and prospects for their future growth. The subject of chapter 3 is a focus on urban structure and hierarchy. Chapter 4 provides the sources of data that underlie the estimation of urban population including each country's definition of urban population and statistical concepts used in estimating national capitals and urban agglomerations. The final section contains 16 annex tables that provide a wealth of detail about the characteristics of urban and rural populations and urban agglomerations from 1950-2025. (CK)

ED 368 618 SO 023 710

Stastny, Kimm
What Is Higher Order Thinking in Art and Music? (Another View). NAEA Advisory.
PUB DATE- 91

survey showed that parents were the most believable source of information on alcohol, drugs, and tobacco. Secondary students also listed teachers and friends as likely sources of information. (DK)

ED 368 636 SO 023 806

1492: Multiple Perspectives. Transcript.
PUB DATE- 15 Nov 92
NOTE- 48p.; Paper presented at Annual Meeting of National Council for the Social Studies (Anahiem, CA, November 15, 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Controversial Issues (Course Content); Cultural Awareness; *Cultural Pluralism; *Curriculum Development; Discussion; *Elementary Secondary Education; Perspective Taking; Social Bias; *Social Studies
IDENTIFIERS- Columbus Quincentenary; National Council for the Social Studies

This National Council for the Social Studies (NCSS) board of directors substantive issue session initiated the process of developing a position statement for the educational observance of the Quincentenary of Columbus' landing in the Americas. The meeting consisted of proposal statements by panelists and advocated the development of a united perspective on teaching about the observance. Panel member Gary Nash emphasized that students needed to understand the long range effects of the event and the continued relevance to current life. Panelist Charolotte Heth discussed the expansion of the theme from a celebration to include encounter, conquest, resistance, adaptation, synthesis, and emergence with the use of arts. Panel member LeVell Holmes established the importance of models with positive language and themes of cooperation to provide a place for multicultural values. Panel member Lynn Oshima promoted group activities and lessons that focused on information gathering rather than answers to develop multiple perspectives. Panelist David Vigilante included language exercises and discussion of text passages to promote different perspectives. Six NCSS subgroups developed important components for inclusion in proposition statement for the Quincentenary of Columbus' landing in the Americas along with stated conclusions on the effective revisiting of heritage from a multicultural perspective with the inclusion of minorities. (CK)

ED 368 637 SO 023 814

Johnson, Roberta Ann
Applying Theory to Practice in Public Administration Internships.
PUB DATE- Sep 93
NOTE- 11p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, September 1-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Internship Programs; *Political Science; *Public Administration Education; *Theory Practice Relationship
IDENTIFIERS- Weber (Max)

This document describes a public administration internship course. The paper illustrates how student intern experiences

Audigier, F.; Lagelee, G.
Civic Education: Teaching about Society, Passing on Values. Report of the Council of Europe Teachers' Seminar (57th, Donaueschingen, Germany, October 12-17, 1992).
PUB DATE- 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Citizenship Education; *Civics; *Civil Liberties; Classroom Techniques; Curriculum Development; Democratic Values; Educational Experience; Foreign Countries; Learning Activities; Secondary Education; Seminars; Social Studies; *Teacher Associations
IDENTIFIERS- *Council for Cultural Cooperation (France); Council of Europe (France); European Convention on Human Rights

This seminar report describes debates that centered around three civic educational themes of identity/citizenship, civics and school life, and the study of the European Convention on Human Rights along with ideas presented at the opening of the seminar and general conclusions at the end. The discussion of civic education led to a range of solutions that included 13 human rights propositions to form the basis of civic education. The first section detailed identity and citizenship as the two key concepts of civic education. The concepts covered three types of meanings: (1) that which is imposed and attributed; (2) that which is built up; and (3) that which can be changed. The seminar focused on school life and dealt with the development of democratic attitudes, learning the rules of community life, and training strategies for teachers. The European Convention on Human Rights as a resource was emphasized. Teaching approaches describe rewriting the text, an explanation of the words, expressions, and paragraphs, illustrations, applications, and schematization. A figure illustrates how human rights institutions work. Examples and worksheet activities provide classroom ideas. The seminar participants expressed a need for more information exchanges, a desire for the European Convention to appear on the secondary school curriculum, and a view of civics as everyone's responsibility. Recommendations from the seminar included teacher training, inclusion of civics in state curriculums, compulsory study of civics in secondary school by member states of the Council of Europe, and translation of the European Convention into all languages of member states. Two appendices contain a questionnaire on perceptions and opinions of civic education and a list of participants. (CK)

ED 368 658 SO 023 857

Lipman, Doug
We All Go Together. Creative Activities for Children To Use with Multicultural Folksongs.
PUB DATE- 94
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Children; Educational Games; Educational Resources; Elementary Education; *Folk Culture; Instructional Materials; Learning Activities; *Multicultural Education; Music; *Music Activities; Music Appreciation; *Music Education; Preschool Education
IDENTIFIERS- *Folk Music

experience of history is and for what purpose it is included in the school curriculum. "Schindler's List" provides ample opportunities for students to raise questions about the world of the Third Reich. The important issue is that students need to be curious themselves, to raise the issues to be pursued, and to construct new meanings through their own work. At the same time, broader concerns of learning history need to be addressed through the goals of classroom instruction. The film provides opportunities to teach critical thinking and the pursuit of supportive argument. The story of the Oskar Schindler survivors underlines that history is vitally related to human actions and a sense of sequence and time. This paper addresses the issues raised in the film and how they can be used to develop skills that serve the learner as citizen and human being. Teaching programs that have been successful in dealing with such complex issues as those presented in the film are discussed. (DK)

ED 368 675 SP 034 969

Hernandez, Maximo C.
Meeting the Challenge of Preparing Teachers for the Classroom of Today. Testimony presented to the New York State Assembly Joint Hearing of the Committee on Higher Education and the Committee on Education (Albany, NY, December 6, 1993).
PUB DATE- 6 Dec 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Bilingual Teachers; College School Cooperation; Cultural Pluralism; Elementary Secondary Education; Enrollment Trends; Hearings; Higher Education; *Minority Group Children; Minority Group Teachers; *Multicultural Education; Partnerships in Education; Position Papers; *Preservice Teacher Education; *Program Improvement; Schools of Education; Teacher Characteristics; *Teacher Education Programs; *Teacher Shortage
IDENTIFIERS- *Language Minorities; New York; Professional Development Schools

Today's linguistically diverse classrooms require teachers who are properly educated to communicate effectively with students, parents, and the larger community. Teacher education programs have the responsibility of preparing teachers with these skills and of responding to the shortage of racial and ethnic minorities within the state of New York's teaching pool. Five issues are relevant when considering how schools of education should respond to this shortage: (1) currently, schools of education have a largely Caucasian, female, and monolingual student population; (2) the proliferation of languages among today's school population makes it imperative that teachers be prepared to offer bilingual learning opportunities to their students; (3) teacher education programs need the capacity to prepare multiculturally aware teachers; (4) teacher education programs need to prepare teachers who are willing and able to teach in areas of teacher shortage, particularly urban areas; and (5) schools of education must place multicultural competence on par with intellectual competence in their teacher education programs. At present, many schools of education fail to prepare teachers to work effectively with culturally and linguistically diverse students because these higher education institutions do not themselves model the kinds of interpersonal relationships, collegiality, student-centered pedagogy, and relevant curriculum that the teachers they produce must be able to implement. An approach to improving the ability of schools

ED 368 692 SP 035 114

McKay, Joane W.; And Others
Confronting Issues of Diversity: Putting the Pieces Together with Programs at Home and Abroad.
PUB DATE- Feb 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; Cultural Exchange; Elementary School Teachers; Elementary Secondary Education; Higher Education; Intercultural Programs; *International Educational Exchange; *Multicultural Education; Personal Narratives; Preservice Teacher Education; Program Development; Secondary School Teachers; *Student Exchange Programs; *Student Teaching; Teacher Education Programs; *Teacher Exchange Programs
IDENTIFIERS- Iowa State University; University of Nevada Las Vegas; University of Northern Iowa

This paper demonstrates how teacher education institutions can expand understanding of others and tolerance for differences by developing cross-cultural exchange programs in international settings and on the local level. The paper outlines the steps involved in establishing international student teaching programs at three different universities (University of Northern Iowa, Iowa State University, and University of Nevada-Las Vegas). The paper presents the personal stories of three faculty members who became involved in faculty exchange programs. Faculty members included a research associate, a visiting researcher, and the leader of a multi-institutional delegation, who traveled to Pacific Rim countries, each one for a different purpose. The paper then describes ways that these international exchange experiences can impact local communities. An appendix provides a sample application for international student teaching. (JDD)

ED 368 693 SP 035 115

Bezzina, Michael
Being Free and Feeling Free: Primary Teachers' Perceptions of Participation in Curriculum Development.
PUB DATE- 12 Jul 91
NOTE- 16p.; Paper presented at the Annual Conference of the Australian Curriculum Studies Association (Adelaide, South Australia, July 12, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Educational Research; Elementary Education; Elementary School Teachers; Foreign Countries; Higher Education; Institutional Characteristics; *School Based Management; *Teacher Attitudes; Teacher Characteristics; *Teacher Participation; Time Management
IDENTIFIERS- *Australia

This paper presents the perceptions of 64 Australian teachers concerning school-based curriculum development (SBCD). The survey revealed that teachers were generally positive towards their participation in SBCD, both in terms of particular outcomes and overall. They viewed SBCD as beneficial for

publication, particularly in the United Kingdom. An opening section notes that the values of the market and the university are in fundamental conflict which presents problems for institutions attempting to work in cooperation with industry. The advantages of the collaboration fostered by sponsored research are noted as are problems such as loss of faculty credibility as disinterested parties, conflicts of interest, and loss of public trust. Policies of the British Research Council concerning policy funding of fundamental research that increases the industrial relevance of academic research and recent trends toward increased governmental control of publications resulting from sponsored research. Evidence is offered that funding sources are in fact influencing the publication of research results. The paper concludes by asking whether these issues are important enough to be resolved and argues that the fundamental value differences between industry and university must be recognized and respected to avoid destructive conflict. (Contains 13 references.) (JB)

ED 368 251 HE 027 264

Tasker, Mary; Packham, David
What Are the "Needs of Industry"?
PUB DATE- Dec 90
NOTE- 9p.; Paper presented at the Society for Research into Higher Education Conference (Guildford, England, December 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Capitalism; Entrepreneurship; Foreign Countries; *Government Role; *Higher Education; Labor Force; *Politics of Education; Public Policy; School Business Relationship; Social Values; *Values
IDENTIFIERS- United Kingdom

If the purpose of industry is the good of society or of the planet as a whole, then how does higher education meet the needs of industry, particularly in the United Kingdom? Industry needs a trained work force of high quality recruits who are both educated and morally and environmentally aware. However, in the current debate over moral training, there is no consensus as traditional Christian morality is regarded as too idealistic and impractical and the promises of the "capitalistic" ethic have not been fulfilled for the bulk of society. Higher education's role in helping capitalism and furthering the good of both society at large and the planet may involve introducing ethical dimensions into degree programs, particular in science, technology and business affairs. From a material scientist's point of view graduates of science and technology programs must understand that technical change is the outcome of social, cultural and political factors. From the educator's point of view current educational policy includes school-industry collaboration and points up the need for students to understand the moral values under wealth creation and entrepreneurship. (Contains 16 references.) (JB)

ED 368 252 HE 027 265

Assessment of Campus Viability. Report of the Viability Study Group.
PUB DATE- 8 Sep 93
NOTE- 30p.; Not available in paper copy due to poor print quality.
LANGUAGE- English

Pascarella, Ernest T.; And Others
Intercollegiate Athletic Participation and Freshman Year Cognitive Outcomes.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Basketball; *Cognitive Development; *College Athletics; *College Freshmen; Comparative Analysis; Football; Higher Education; Intercollegiate Cooperation; Mathematics Achievement; Reading Comprehension; Research; Sex Differences; Student Development; Surveys
IDENTIFIERS- Collegiate Assess Acad Prof Crit Think Test; National Study of Student Learning

This paper estimates the effects of freshman athletic participation on reading comprehension, mathematics, and critical thinking controlling for pre-college aptitude and other influences. A group of 3,331 students from 18 four-year and 5 two-year colleges and universities participated in initial testing during fall of their freshman year. Testing involved pre-college surveys and the Collegiate Assessment of Academic Proficiency (CAAP). Subjects (n=2,416) were given followup testing the following spring. Women and non-white students were over-represented, and nearly twice as many women participated as men. Intercollegiate athletic participation was found to have significant adverse consequences for the general cognitive development of both men and women during the first year of college. The analyses for women showed somewhat less pronounced and extensive general effects than those for men. In particular, males participating in football and basketball experienced net declines in reading comprehension and math skills during their freshman year while students in other sports and non-athletes showed net gains. The study raises questions as to the educational wisdom of allowing freshmen to participate in varsity level intercollegiate football and basketball. (Contains 40 references.) (GLR)

ED 368 269 HE 027 285

Tinto, Vincent; Goodsell, Anne
A Longitudinal Study of Freshman Interest Groups at the University of Washington.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 28 Dec 93
NOTE- 298p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *College Freshmen; *College Instruction; Higher Education; Learning Experience; *Learning Processes; Peer Influence; Questionnaires; Research; Social Influences; *Student Attitudes; Student Development
IDENTIFIERS- *Freshman Interest Groups; *University of Washington

This paper reports on two studies, one quantitative and the other qualitative, on the effectiveness and influence of Freshman Interest Groups (FIGs) at the University of Washington. A quantitative panel study compared 442 freshmen participating in and tables, about: (1) students (the numbers that enroll, transfer, and receive degrees by ethnic group and gender); (2) financial aid (current funding levels and number of aid recipients; (3) student tuition and fees (the current charges and the rate of increase); (4) higher education financing (revenue sources, institutional expenditures, and faculty compensation); and (5) special programs such as the Eisenhower Mathematics and Science Program, Cooperative Education, and Educational Options Information Campaign. An executive summary points out that the number of high school graduates will increase by approximately 25 percent during the next 10 years, that 92 percent of the students enrolled in New Mexico's colleges and universities in fall 1993 were residents of New Mexico, that tuition and fees at public universities have increased by 42 percent over the past 5 years, and that the average statewide expenditure per full-time equivalent student is $5,614. (JDD)

ED 368 288 HE 027 305

Plan of Work and Strategic Planning Guidelines for the New Mexico Commission on Higher Education, 1994.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Bound Students; Committees; Educational Facilities; Educational Finance; Educational Legislation; Guidelines; Higher Education; Long Range Planning; *Planning Commissions; State Legislation; State Programs; *Statewide Planning; *Strategic Planning
IDENTIFIERS- New Mexico; *New Mexico Commission on Higher Education

This booklet outlines the mission of the New Mexico Commission on Higher Education, notes its constituencies, and presents its 1994 work theme, "Preparing for the Future--Ensuring the Commitment to Access and Quality." The priorities and workplan of each of the Commission's three committees (Finance, Facilities, and Educational Programs and Policy) are discussed, followed by a list of other Commission activities and projects. Memorials and selected legislation affecting the workplan of the Commission, as passed by the 1994 legislature, are noted. The booklet then states the Commission's commitment to the use of the long-range strategic planning process. This planning process for 1994 involves gathering information via planning meetings and regional forums; reaching agreement on objectives, goals, and priorities; reaching agreement on recommendations; and publication of a strategic plan for New Mexico higher education from 1995 to 2000. Two graphs indicate higher education enrollment from 1982 to 1992 and projection of high school graduates between 1982 and 2000. (JDD)

ED 368 289 HE 027 306

Rohrlich, Beulah F.
Expecting the Worst (or the Best!). What Exchange Programs Should Know about Student Expectations. Occasional Papers in Intercultural Learning, Number 16.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Office of International Education.; Syracuse Univ., NY. Div. of International Programs.
PUB DATE- Jul 93

Education; Labor Force; *Labor Market; Planning; School Business Relationship; Statistical Analysis; Tables (Data); Universities
IDENTIFIERS- *New Zealand

This publication contains the proceedings of a conference on the universities, labor market, the academic labor pool, and society's needs for educated workers in New Zealand. Following background information on the conference, a list of participants, and a conference program; the texts of the two keynote presentations are given including questions and following discussion. The first presentation was by Simon Upton, "The Labour Market and the Universities" and looked at the present role of higher education in New Zealand, current pressures, and changes. It proposes some principles for thinking about education and labor, discusses the pros and cons of a system driven by student choice; and looks at the merits of a purchasing agent model. The second presentation, "Educating Highly Skilled Labour: Demographic Aspects of the Contributions of the Universities," by Ian Pool and Lisa Davies, is a research-based essay on enrollment, historical, and demographic trends in higher education. Additional papers included in this publication but not formally presented include additional technical responses to the second keynote address with extensive figures and tables, "The International Market for Academics" by Ed Vos, and "A Note on Occupational Projections in the United States of America" by Dennis Rose. The final section offers commentary on the entire conference. Both keynote papers include references. (JB)

ED 368 307 HE 027 332

Halpern, Diane F., Ed.; And Others
Changing College Classrooms: New Teaching and Learning Strategies for an Increasingly Complex World. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 94
NOTE- 367p.; Foreword by Lee R. Kerschner and Jacquelyn Ann K. Kegley.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; *College Instruction; Cooperative Learning; Creativity; Critical Thinking; Educational Assessment; Educational Change; Educational Technology; Experiential Learning; Higher Education; Hypermedia; *Instructional Improvement; Instructional Innovation; Interactive Video; *Multicultural Education; Problem Solving; Questioning Techniques; Racial Bias; Student Evaluation; *Teaching Methods; Telecommunications
IDENTIFIERS- *Diversity (Student)

This volume offers 19 papers by college faculty on concrete information and suggestions for the improvement of college teaching, student learning, and the whole education process. The titles and authors are: (1) "Rethinking College Instruction for a Changing World" (Diane F. Halpern); (2) "Inquiry as a Tool in Critical Thinking" (Alison King); (3) "Using Examples to Teach Concepts" (Betsy N. Decyk); (4) "Fostering Creativity Through Problem Solving" (Cris E. Guenter); (5) "Cooperative Learning in the Classroom" (James L. Cooper et al.); (6) "Questioning Techniques for the Active Classroom" (C. Bobbi Hansen); (7) "Cultural Diversity and Curricular Coherence" (Bernard Goldstein); (8) "Experiential Approaches to Enhancing Cultural Awareness" (Ellen N. Junn); (9) "Unmasking the Myths of Racism" (Gale S. Auletta, Terry Jones); (10) "Strategies for teachers. The students' manual is a self-teaching guided discovery manual for junior high, high school, and college students that provides self-paced explorations into recursion. It includes a disk with lessons that are to be used with the written material. There are eight lessons presented: (1) lesson 1 involves performing experiments and examining Logo procedures that introduce recursion; (2) the objective of lesson 2 is to develop a conceptual model for embedded procedure calls that are nonrecursive; (3) lesson 3 explores simple procedures and creating and diagraming recursive procedures; (4) lesson 4 investigates procedures that involve recursion and procedure inputs and reinforces the concept of helpers in recursion; (5) lesson 5 involves learning to use conditionals to stop recursive procedures and practicing diagramming procedures that use stop rules; and (6) lesson 6 explores and predicts the results of procedures that use embedded recursion and looks at patterns and processes within procedures; (7) the objective of lesson 7 is to explore Logo variables; and (8) lesson 8 provides an introduction to fractals. Each lesson section includes objectives, procedures, and discussion. Data sheets are provided to help students evaluate their knowledge of the lesson content. A chart of relevant LogoWriter keys is appended. The purpose of the teacher's manual is to help teachers support students in their learning of recursion. The manual is divided into four parts: (1) part 1 contains the instructions for using the manual and contains guidelines for assessing student progress; (2) part 2 lists references to reading that will give teachers insight into recursion and the teaching of recursion, as well as activities that can be used with a small group or class; (3) part 3 contains masters of the "data sheets" that correspond to those in the student book; and (4) part 4 includes procedure trees and listings of all the procedures contained on the disk accompanying the student package. A chart of the relevant LogoWriter Keys and a list of 17 suggested readings are appended. (TMK)

ED 368 326 IR 016 560

Sabatino, Melissa
Elementary Technology Demonstration Schools: The Third Year 1992-93. Publication Number 92.31.
PUB DATE- Oct 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Tests; Community Involvement; *Computer Assisted Instruction; Computer Centers; *Demonstration Programs; *Educational Technology; Elementary Education; *Grants; Microcomputers; Parent Participation; Problems; Program Implementation; *School Business Relationship; Tables (Data); Teacher Attitudes; Technological Advancement; Writing Laboratories
IDENTIFIERS- Apple Computer Inc; *Austin Independent School District TX; IBM Corporation; *Project A Plus Elemen Techn Demonstration Schools; Texas Assessment of Academic Skills

The 1992-93 school year was the third year of the Elementary Technology Demonstration Schools program of the Austin (Texas) schools; the project is funded by International Business Machines Corporation (IBM) and Apple Computer Inc. Grants from these corporations were used to equip three elementary schools with IBM equipment and one with Apple equipment. The IBM schools pursued a mixed instructional approach with computers

*Educational Technology; Elementary Secondary Education; Higher Education; Information Literacy; Peer Teaching; Postsecondary Education; *Preservice Teacher Education; *Student Attitudes; Teacher Attitudes; Teaching Methods; Technological Advancement
IDENTIFIERS- *Self Regulated Learning

Several strategies are presented that have been used in computer-literacy courses and been found to be successful for reducing computer anxiety and increasing computer confidence in preservice teachers: (1) give them an overview; (2) speak in their language; (3) find the friendliest computer system; (4) have them play; (5) make the computer fit them; (6) look under the hood to see what makes it tick; (7) give them a tour of the system; (8) tell them how it works; (9) start with simplicity and success; (10) teach self-regulated learning strategies; (11) use cooperative learning strategies; (12) keep their hands on the wheel; (13) let them know what computers can't do; (14) make their professional lives easier; (15) make their personal lives easier; (16) introduce them to the whole gang (different formats and software); (17) teach for both the artist and the scientist; (18) use the computer for quizzing; (19) take a drive along the information highway; (20) provide peers as lab assistants; (21) bring in the kids; and (22) teach them when to use technology, not as an end in itself, but to enhance curriculum. (Contains 18 references.) (SLD)

ED 368 345 IR 016 603

Dempsey, John V.; And Others
Instructional Gaming: Implications for Instructional Technology.
PUB DATE- Feb 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Nashville, TN, February 16-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; Attitude Change; Computer Assisted Instruction; *Computer Games; Computer Simulation; *Educational Games; Educational Technology; Literature Reviews; *Problem Solving; *Recreational Activities; Resource Materials; Self Esteem; *Skill Development; Teaching Methods; Theories

Instructional gaming, as distinguished from simulation, is defined as any overt instructional or learning format that involves competition and is rule-guided. The literature review identifies five categories of articles on instructional gaming: (1) research, (2) theory, (3) reviews, (4) discussion, and (5) development. Games have been found to serve many functions, such as tutoring, amusing, helping to explore new skills, promoting self-esteem, practicing skills, or seeking to change attitudes. Some assertions drawn from the literature that might be useful in using or designing a game or in researching its use or design are presented. A chart presents an annotated bibliography of 94 articles related to gaming. (SLD)

ED 368 346 IR 016 604

Mizell, Al P.
Graduate Education through Telecommunications: The Computer and You.
PUB DATE- Feb 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology

ED 368 365 IR 054 932

College Library Technology and Cooperation Grants Program Networking Grant, Higher Education Act, Title II-D. Final Performance Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 14p.; For the interim performance report, see ED 346 853.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *College Libraries; Expenditures; Federal Aid; Grants; Higher Education; Learning Resources Centers; Library Automation; Library Circulation; *Library Development; Library Facilities; *Library Networks; Nontraditional Education; *Online Catalogs; Program Evaluation; Program Implementation; Trend Analysis; User Needs (Information)
IDENTIFIERS- Library Funding; *University of Detroit Mercy MI

In late 1990 the University of Detroit consolidated with Mercy College of Detroit to form a new university. The current grant was awarded to fund network membership costs for the DALNET Detroit area library consortium, OPAC (online public access catalog), circulation, and serials implementation at the university's new nontraditional adult student library (the Outer Drive Campus Library) and the Learning Resources Center Library. This report includes DALNET and other library activities from October 1991 by quarters until September 1993. Library circulation did not increase as expected, possibly because of collection shifts and construction, but there is evidence that the trend is beginning to reverse, with 1993 circulation above that of 1992. Patron use is increasing, and interlibrary loan requests have increased dramatically with the online catalogs. Indicators point to a high degree of success in program implementation. (SLD)

ED 368 366 IR 054 933

Maynard, J. Edmund
Faculty and Student Assessment of the Citadel Library User Services.
PUB DATE- Jan 93
NOTE- 294p.; Doctoral Dissertation, Nova University. Pages 275-312, "SPSS operation and data files", have been removed from this document, in accordance with the author's request.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; College Libraries; Higher Education; Information Needs; Information Seeking; *Library Instruction; *Library Services; Questionnaires; Tables (Data); *User Needs (Information); Users (Information); User Satisfaction (Information)
IDENTIFIERS- *Citadel Military College of South Carolina; Student Surveys; Teacher Surveys

The focus of this study was a survey of faculty and student use/needs of library services and user education at Daniel Library, the Citadel, the Military College of South Carolina. More specifically, the study sought to determine user information needs and how the library staff should adapt for and current fair use provisions are virtually unenforceable except in blatant violations. Perhaps the law will change to conform to society's usage. (Contains 21 references.) (SLD)

ED 368 386 IR 054 962

Library of Congress Manuscripts: An Illustrated Guide.
PUB DATE- 93
NOTE- 67p.; For related documents, see IR 054 963-964. Publication made possible by support from the James Madison Council.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Archives; Blacks; Federal Government; Females; Illustrations; *Library Collections; *National Libraries; *United States History
IDENTIFIERS- African Americans; *Library of Congress; Manuscript Collections; *Manuscripts; Special Collections (Library)

The Manuscript Division of the Library of Congress holds 10,000 collections containing more than 50 million items. These collections document all aspects of American history and culture and include papers of presidents; cabinet members; members of Congress; members of the Supreme Court; and other prominent Americans whose lives reflect the evolution of the United States. This guide highlights the following collections: Founding of the Nation; Presidency; Congress; Federal Judiciary; Military Affairs; Foreign Policy; Arts and Literature; Science and Medicine; African-American History and Culture; and Women's History. Many illustrations showing items from the collections are included. (JLB)

ED 368 387 IR 054 963

Library of Congress Music, Theater, Dance: An Illustrated Guide.
PUB DATE- 93
NOTE- 83p.; For related documents, see IR 054 962-964. Publication made possible by support from the James Madison Council.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archives; Cultural Activities; *Dance; Folk Culture; Illustrations; *Library Collections; *Music; Musical Instruments; *National Libraries; *Theater Arts
IDENTIFIERS- *Library of Congress; Manuscript Collections; Manuscripts; Special Collections (Library)

The Music Division of the Library of Congress houses a collection that numbers close to eight million items including the classified music and book collections; music and literary manuscripts; microforms; and copyright deposits. This guide shows the highlights of the collection, as well as its mission. The Library of Congress embraces the complete range of music from creating new works to having them performed and placing the original manuscripts in the collections in perpetuity for the use of succeeding generations. Topics covered in this guide are: a description of the special collections in the Music Division; a background and description of the foundations that

DESCRIPTORS- *Academic Achievement; *College Transfer Students; Community Colleges; Comparative Analysis; Higher Education; *High Risk Students; *Hispanic Americans; *Performance Factors; Questionnaires; Resource Centers; School Holding Power; *Student Characteristics; Success; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Transfer Rates (College)

A study was conducted at two California community colleges to examine the academic progress toward transfer of potentially at-risk Hispanic students who had indicated transfer as a goal. Specifically, a comparative analysis was conducted of student outcomes at the two colleges, which had traditionally placed disparate emphases on transfer, with one college referred to as High Transfer College (HTC) and the other as Low Transfer College (LTC). A questionnaire distributed to 136 first-year students enrolled in fall 1991 sought to determine students' "at-risk" characteristics (i.e., parent education level, income level, and previous academic record) and protective factors (i.e., self-concept, control locus, and support sources). An analysis was then conducted to determine any differences in student progress at HTC and LTC. Study findings included the following: (1) students at HTC made greater academic progress than students at LTC in their first year of college; (2) students at HTC were more aware and made more use of the campus transfer center than at LTC; (3) transfer center use appeared to contribute to students' academic progress at LTC; and (4) while student performance at both colleges was related to enrollment status and hours worked, HTC students' success was also related to high school grades and locus of control, while LTC students' success was related to income, use of the transfer center, and reliance on support from friends. A list of definitions, the survey instrument, and 92 references are appended. (MAB)

ED 368 407 JC 940 211

Harris, Jimmy Carl
Elements of Contracting, Individualization, and Cooperative Learning in a Community College History Classroom.
PUB DATE- 11 Nov 93
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; Community Colleges; *Cooperative Learning; Educational Innovation; *Individualized Instruction; *Outcomes of Education; *Participant Satisfaction; *Performance Contracts; Student Attitudes; Teaching Methods; Two Year Colleges; Western Civilization

At a public community college located in a Southeastern state, an innovative curriculum, including contracting, individualization and cooperative learning, was tested in two sections of a History of Western Civilization course. Contracting refers to an agreement between teacher and student, specifying student goals and objectives. Individualization allows students to select from such learning methods as tests, book reports, or papers. Cooperative learning refers to the use of student study groups before each test. In each section, students were given a highly detailed syllabus explaining the grading system that made it possible for students to earn points by taking tests,

NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Computers; *Faculty Development; Institutional Characteristics; Mission Statements; *Professional Development; Program Administration; Self Evaluation (Groups); *Staff Development; *Teacher Improvement; Two Year Colleges
IDENTIFIERS- *Houston Community College System TX

The Department of Staff and Instructional Services (SIS) in the Houston Community College System (HCCS) takes a leadership role in providing and promoting products and services required to empower the HCCS in the pursuit of quality service to the campus community. The goals of the SIS department are to adopt Total Quality Service orientation, increase awareness of the need and opportunities for growth for all staff, continue as a major source of communications products and services, and promote organizational development through teamwork. The major functions of the SIS are: (1) general instructional support, through such projects as the Great Teachers Seminar, the Business Externship Program, the Faculty Mentoring/Master Teacher Program, and a range of video projects; (2) general instructional support provided by other HCCS sources, including the Information Technology Division and the Student Services Division; (3) instructional support through the individual colleges in the HCCS; (4) distance education; (5) student evaluation of instruction; (6) staff development activities, such as the Community College Exchange Program and the Employee Higher Education Program; and activities sponsored by the HCCS Student Services Division, Administrative Services Division, Department of Accounting Services, Office of Business Services, Purchasing Department, Department of Human Resources, Office of Affirmative Action, and Information Technology Division; (7) computer training; (8) total quality training; (9) telecommunication conferencing; (10) grant development support; (11) graphic arts production support; and (12) public information marketing support. (MAB)

ED 368 425 JC 940 232

Long-Range Plan, Phase I, 1992-1997. Holyoke Community College.
PUB DATE- 93
NOTE- 101p.; For a related document, see JC 940 233.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Planning; Community Colleges; Diversity (Institutional); Educational Quality; Educational Trends; Institutional Mission; *Long Range Planning; Mission Statements; Needs Assessment; *Organizational Objectives; Policy Formation; School Community Relationship; *Trend Analysis; Two Year Colleges
IDENTIFIERS- *Holyoke Community College MA

During the 1991-92 academic year, the Long-Range Planning Committee at Holyoke Community College (HCC) completed an in-depth review of national, regional, and local trends likely to affect the composition of the study body and the need for programs and services provided by the college. In addition, the Committee identified internal trends and conditions that could affect the College's ability to respond to changing community needs. During fall 1992, the Committee reviewed HCC's mission statement, using guidelines provided by the Massachusetts conducted using data from community colleges nationwide and, specifically, in California. The dependent variables were institutional student credit rates, as measured by the percentages of first-time entering students completing 12 or more credits during a 4-year period; and institutional transfer rates, as measured by the percentage of students with 12 or more credits who transferred to senior institutions during a 4-year period. Environmental conditions found to explain 50% of the credit rate variations among 78 community colleges nationwide were high unemployment, high tuition, greater percentages of full-time faculty, and younger and full-time students. Environmental conditions found to explain 42% of the transfer rate variations in the same sample of colleges were high community income, formalized articulation and transfer mandates, low full-time equivalent expenditures per student, and greater percentages of full-time faculty and younger students. The second component of the study involved case studies of six California colleges representing high and low transfer institutions. Data sources included a questionnaire concerning organizational culture, governance, and climate; interviews with college staff; and document analyses. Faculty involvement in decision making, strong institutional commitment, a comprehensive liberal arts curriculum, and course articulation with senior colleges appeared to promote the transfer function. (Author/AC)

ED 368 442 JC 940 254

Head, Ronald B.
Occupational/Technical Programs at Piedmont Virginia Community College. Research Report Number 3-94.
PUB DATE- Mar 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Education; *College Outcomes Assessment; Community Colleges; Computer Science Education; Employment Opportunities; *Enrollment Rate; *Enrollment Trends; Nursing Education; Police Education; Program Effectiveness; Program Validation; *Technical Education; Two Year Colleges; *Vocational Education

To supplement the academic review process and provide information on trends in occupational/technical programs (OT), a study was conducted at Piedmont Virginia Community College (PVCC) to examine student enrollment, student completion, and occupational opportunities for graduates of the college's OT programs. Student enrollment and graduation data for fall 1991 through fall 1993 were collected from Virginia Community College System publications on enrollment and awards conferred. In addition, current occupational data were collected from the ninth edition of "Guide to Occupations in Virginia." Study findings included the following: (1) for the 3 years under study, slightly more than one-third of all curricular students at PVCC were enrolled in OT programs; (2) and average of 28.7% of these students were classified as Business and Management majors, 29.6% as Nursing, and 15.7% as Computer Systems; (3) 49.6% of all PVCC graduates for the period were OT students; (4) Business and Management, Computer Systems, Nursing, and Police Science programs all met state productivity standards in terms of enrollment and graduation of students, while Business and Office and Electronics met enrollment but not graduation standards; (5) Mechanical Technology and Respiratory Therapy did not meet either standards, with the latter being

Serials (022)
DESCRIPTORS- *Day Care; Day Care Centers; *Day Care Effects; Early Childhood Education; Elementary Education; Federal Programs; National Surveys; *Statistical Data
IDENTIFIERS- *Child Care Costs; Survey of Income and Program Participation

This report presents statistical data on: (1) the ways in which children in the United States are cared for while their parents are at work, looking for work, or at school; (2) the complexity of these arrangements and the accompanying disruptions in the daily work schedule; and (3) payments for child care services. The statistics in this report cover children under the age of 15 whose parents or guardians were in the labor force or attending school during September to December 1988, and are based on data gathered by the Survey of Income and Program Participation (SIPP). The majority of the report consists of 7 figures, 12 text tables, 14 detailed tables, and 6 appendix tables. Four additional appendixes provide information on the SIPP program, definitions and explanations, sources and accuracy of estimates, and data quality. Facsimiles of the SIPP child care module and the SIPP work schedule are also appended. (MDM)

ED 368 461 PS 022 128

Kaupapa Kaimahi, Nga Kaitaunaki Kohungahunga = Corporate Plan, Early Childhood Development Unit, 1 July 1993 to 30 June 1994.
PUB DATE- Sep 93
NOTE- 27p.; For Corporate Plan for 1992-1993, see ED 355 014.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Annual Reports; Educational Finance; *Educational Objectives; Federal Programs; Foreign Countries; Position Papers; Preschool Education; *Public Policy
IDENTIFIERS- Maori (Language); *Maori (People); *New Zealand; Pacific Islanders

This annual report outlines the mission and goals of New Zealand's Early Childhood Development Unit (ECDU), established in 1989 to promote the development and provision of high quality, accessible, and culturally appropriate educational and developmental facilities and services for families and young children. Presented in English with English and Maori chapter headings, the report contains an overall vision statement, statements by New Zealand's associate minister of education and the ECDU's chairperson and general manager, as well as the ECDU's statements of purpose, values, and its role as an employer. Activity areas and financial information are also presented. Four specific output areas (goals) covered by the report are: (1) increasing access to early childhood education; (2) information dissemination and resource development; (3) advice and support for unlicensed playgroups and Pacific Island language groups; and (4) payments and grants. (MDM)

ED 368 462 PS 022 132

Low Income Family Day Care Home Demonstration. Final Report.
PUB DATE- 30 Mar 93
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Demonstration Programs; Early

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Charts; Child Health; Cultural Awareness; *Day Care; Home Visits; Parent Education; Prenatal Care; *Preschool Education; Program Descriptions; *School Community Programs; *School Readiness
IDENTIFIERS- *Hawaii; Integrated Services; Program Characteristics

This report outlines the Pre-kindergarten Educational Program (PREP) of Kamehameha Schools Bishop Estate in Hawaii, an integrated early education program serving families with children from the prenatal stage through age 5. The paper first discusses the program's three components and how they adapt to developmental changes in children and families, moving from a home visiting delivery system to a mobile neighborhood traveling preschool to a more traditional center-based preschool. It then discusses eight domains across which the three components are integrated: (1) theory; (2) training; (3) curriculum; (4) family involvement; (5) context of the community; (6) linkage with community resources; (7) assessment; and (8) transitions. Charts and tables emphasize the three components' features, theoretical basis, goals, and philosophy. (MDM)

ED 368 483 PS 022 219

Powell, H. Grant
Using the Delphi Technique with Stakeholders To Develop a Definition of After-School Enrichment for Elementary Children.
PUB DATE- 93
NOTE- 36p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *After School Programs; *Definitions; *Delphi Technique; Elementary Education; Elementary School Students; *Enrichment Activities; Parents; Policy Formation; Public Officials; Questionnaires; Teachers
IDENTIFIERS- *Consensus; Program Characteristics

This practicum sought to develop a consensus definition of what an after-school enrichment program should be, utilizing the Delphi Research Technique, which is designed to collect and synthesize group opinion in an anonymous, interactive, self-repeating, and self-adjusting manner. Three rounds of questionnaires were sent to 31 teachers, school administrators, parents, children, and public officials. Round 1 questionnaires were open-ended, and were returned by 21 participants. Round 2 questionnaires contained statements of specific program attributes gathered in the first round that could be modified, supported, or rejected by the participants. Seventeen completed this stage. Round 3 questionnaires asked the participants to rank-order the 5 most important attributes of an after-school enrichment program, and was completed by 17 participants. The result was a common definition of an ideal after-school enrichment program for elementary school students. (Two appendixes include copies of stakeholder correspondence and the after-school enrichment questionnaire.) (MDM)

ED 368 484 PS 022 220

Kroehl, Candace Olin

and the Caribbean.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- At Risk Persons; Community Role; Early Childhood Education; Educational Opportunities; *Educational Policy; *Federal Government; *Financial Problems; Foreign Countries; *Government Role; Policy Formation; Position Papers; Poverty; *Preschool Education; Private Financial Support; School Business Relationship; Voluntary Agencies
IDENTIFIERS- *Caribbean; *Latin America

This paper is intended to stimulate debate about the need for national policies of early childhood education in Latin America and the Caribbean (LAC) by arguing that each country should have a set of policies that give early childhood education the importance it deserves as an arena for promoting human and social development. The paper reviews research conducted in the United States, the LAC region, and other countries indicating that high quality preschool programs can benefit children by improving their nutrition, helping them develop basic cognitive skills, and inculcating in them at an early age intellectual curiosity and the desire to learn. The paper recommends that, because the key constraint to establishing successful preschool programs in the LAC region is the lack of financial resources, LAC countries should develop methods to attract private sector participation to achieve the goal of providing high-quality preschool programs for all children who need them. It suggests that governments might also develop partnerships with other non-governmental organizations and local communities to provide quality care for poor children. (MDM)

ED 368 504 PS 022 292

Pennsylvania Child Care/Early Childhood Development Training System Annual Report 1992-93.
PUB DATE- 93
NOTE- 17p.; For related document, see ED 362 283.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Child Caregivers; Day Care Centers; Early Childhood Education; Family Day Care; *Inservice Education; Latchkey Children; Program Descriptions; School Age Day Care; *Staff Development; *State Programs; *Training
IDENTIFIERS- CDA; *Child Development Associate; Early Childhood Education Linkage System; Family Day Care Providers; Home Child Care; Integrated Services; Older Workers; *Pennsylvania

During 1992, the Pennsylvania Department of Public Welfare instituted several new collaborative projects to increase training opportunities for child care employees in the state: (1) to assure that high quality training would continue to be offered; (2) to respond to the mandate for ongoing training for all child care workers; and (3) to subsidize the training to make it affordable for more child care providers. The School Age Child Care program was developed to provide "latchkey" children with a safe and developmentally appropriate alternative. Licensed Child Care Centers serve the greatest number of children receiving day care, and 21,000 licensed child care center employees received training. The Better Kid Care program was designed to meet the needs of users and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Differences; *Cultural Pluralism; Educational Change; Educational Environment; Elementary Secondary Education; Minority Groups; *Multicultural Education; Rural Areas; *Rural Education; *Student Needs; *Teacher Attitudes; Teacher Education
IDENTIFIERS- *Diversity (Student); *West Virginia

This report addresses the need to assess teacher attitudes toward teaching culturally diverse youth in West Virginia. West Virginia ranks as the second most rural state in the nation, with a 64 percent rural population. Nevertheless, West Virginia's culture is becoming increasingly pluralistic, and many students are finding that they cannot identify with the middle-class values, perceptions, and expectations of their teachers. To address this problem, teacher training programs should provide teachers with the awareness and the competencies to meet the instructional needs of students from diverse backgrounds. The Cultural Difference Theory suggests that minority children are unsuccessful in school because schools do not capitalize on the experiences that these children bring to the learning environment. Therefore, teachers should integrate experiences from the students' culture into the curriculum, place less emphasis on ethnicity and social characteristics, and accentuate the individual strengths of students. Also discussed is the importance of creating an effective learning environment and developing special programs to encourage acceptance of cultural diversity by both teachers and students. (LP)

ED 368 522 RC 019 540

Wechsler, Marjorie E.; And Others
Evaluation of Educational Personnel Development Projects in Indian Education. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 94
NOTE- 258p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; *College Programs; Elementary Secondary Education; Employment Opportunities; *Expenditures; *Federal Programs; Financial Support; Higher Education; Program Evaluation; *Student Financial Aid; *Teacher Education; Teacher Recruitment
IDENTIFIERS- Educational Personnel Development Program

The Educational Personnel Development (EPD) program provides training for educational personnel to serve American Indian and Alaska Native students. From FY 1987 to FY 1991, EPD grants averaging $2.25 million per year were awarded to 21 institutions, which provided academic counseling, direct financial assistance, and supplemental training to a total of 767 college students preparing to be teachers, administrators, and educational researchers. This document reports the results of a national evaluation of the EPD program for this 5-year period. The first chapter provides a program overview, reviews the need for qualified personnel in Indian education, and describes the study methods. Chapter 2 describes EPD grantees and program characteristics. The third chapter describes student participants, including the proportion who are American

ED 368 539 RC 019 617

Tuneberg, Jeffrey
Rural School Superintendents' Perception of State Department of Education Influence.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Compliance (Psychology); Elementary Secondary Education; *Rural Schools; Rural Urban Differences; *State Departments of Education; *State School District Relationship; *Superintendents
IDENTIFIERS- Compliance Gaining Strategies; *Ohio; Power Perception Profile; *Power Strategies

A survey of Ohio rural superintendents examined their perceptions of the methods by which the State of Ohio Department of Education influences public school districts. The Power Perception Profile, which classifies power into seven categories, was completed by 63 rural, 53 suburban, and 42 urban Ohio superintendents with reference to the state department of education. Rural superintendents ranked information power as the power method used most frequently by the department, followed by expert, coercive, legitimate, referent, reward, and connection power. Consistency of responses across school district type was high, although urban and suburban superintendents ranked expert power as the most frequently used strategy, and urban superintendents gave reward power a higher ranking than did rural and suburban superintendents. The findings were compared to Etzioni's Compliance Theory, which suggests that administrator use of normative, remunerative, or coercive power will result in predictable subordinate reactions, depending on organization type and other variables. The use of coercive power, as perceived by a large number of superintendents, is incongruous with normative organizations such as schools. Contains seven statistical tables. (SV)

ED 368 540 RC 019 618

Chiang, Linda H.
Beyond the Language: Native Americans' Nonverbal Communication.
PUB DATE- Oct 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Midwest Association of Teachers of Educational Psychology (23rd, Anderson, IN, October 1-2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indians; *Classroom Communication; *Cultural Differences; Elementary Secondary Education; Eye Contact; Facial Expressions; Higher Education; Intercultural Communication; *Nonverbal Communication; Personal Space; Teacher Attitudes
IDENTIFIERS- Communication Styles; *Native Americans

Facing an increasingly heterogeneous society, teachers need to be communicators. Most of human communication is nonverbal, but nonverbal behaviors are largely culture-bound. Teachers' sensitivity and understanding of students' nonverbal behaviors

South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Classroom Research; Elementary School Students; Excellence in Education; Intermediate Grades; Junior High Schools; *Junior High School Students; Middle Schools; *Racial Differences; Science Education; *Scientific Attitudes; *Sex Differences
IDENTIFIERS- *Middle School Students

Some researchers have begun to investigate students' attitudes toward science and their scientific attitudes as possible effectors of students' scientific achievement. In this study both of the aforementioned factors are examined by administering the Test of Science Related Attitudes (TOSRA) to 35 sixth grade students, 21 seventh grade students, and 34 eighth grade students. Comparisons made between male and female students, black and white students, and students from grades six, seven, and eight revealed that there are numerous instances where a significant difference exists between each of the corresponding groups. These results combined with recent research findings suggest that students' attitudes do indeed effect classroom performance. This suggested that through the use of innovative teaching methods, hands-on instruction, and enthusiastic teachers much can be done to change students' attitudes. The TOSRA instrument is appended. (ZWH)

ED 368 560 SE 054 259

Kumar, David D.; And Others
A Survey of Interactive Video Use in Science Teacher Education in Ohio.
PUB DATE- Mar 94
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (67th, Anaheim, CA, March 26-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Elementary Secondary Education; Higher Education; *Interactive Video; *Preservice Teacher Education; *Science Education; *Videodisks
IDENTIFIERS- *Interactive Videodisks; Ohio

A telephone survey was administered to colleges and universities with an approved science teacher education program in the state of Ohio to determine the status and to estimate the use of interactive video technology (IVD) in preservice science education programs. The following characteristics were examined: (1) overall IVD usage; (2) classroom demographics; (3) faculty demographics; (4) various uses of IVD in the programs surveyed; (5) IVD particulars; (6) hardware, video disk, and software components; (7) outcome studies; (8) inservice workshops; and (9) information regarding institutions not using IVDs. The data indicated that there is an emerging nature of IVD use in science teacher education programs in Ohio. (ZWH)

ED 368 561 SE 054 264

Harmful Non-Indigenous Species in the United States.

Pedagogy and Subject Matter Knowledge Structures.
PUB DATE- Mar 94
NOTE- 45p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March 19-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Comparative Education; Educational Research; Foreign Countries; Higher Education; Intellectual Disciplines; *Science Instruction; Science Teachers
IDENTIFIERS- *Pedagogical Content Knowledge; *Preservice Teachers; Taiwan

The development and role of subject matter knowledge within teachers' professional development is currently the source of much research; however, the parallel development and role of pedagogical knowledge has yet to be systematically analyzed. In investigating this seldomly tapped area of concern, researchers involved 26 preservice science teachers (12-United States and 14-Taiwan) in a study that provided insights regarding the following questions: (1) What is the nature/appearance of preservice science teachers' subject matter and pedagogy knowledge structure?; (2) What is the source(s) of these knowledge structures?; (3) Are these knowledge structures stable during the student teaching experience?; and (4) What is the relationship between these knowledge structures and how do they relate to the act of teaching? Although significant differences exist in the teacher preparation programs experienced by the aforementioned teachers, several interesting comparisons were made: (1) both groups were hesitant about completing a questionnaire that required information regarding their subject matter understanding; (2) it was more difficult for the Taiwanese teachers to conceptualize pedagogy apart from their subject matter; and (3) these preservice science teachers were not presented with an overt or covert structure of subject matter as part of their content preparation. (ZWH)

ED 368 581 SE 054 353

Odom, A. Louis; Settlage, John
High School Students' Understandings of Diffusion Concepts in Relation to Their Levels of Cognitive Development.
PUB DATE- Mar 94
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March 19-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biological Sciences; *Cognitive Development; Constructivism (Learning); *Diffusion (Physics); High Schools; Physical Sciences; *Science Instruction; Scientific Concepts
IDENTIFIERS- *Conceptual Change

The concept of diffusion may seem easy enough for many teachers to understand, but when and what do students really understand

This book presents a comprehensive plan for instruction in the area of peace education. Chapter 1, "Personal Perspectives and General Approaches," identifies four major influences on peace education: (1) world order studies; (2) the Peace Education Commission; (2) the U.S.-based Peace Education Network; and (4) the feminist movement. Chapter 2 explores "Education for Negative Peace." The chapter defines negative and positive peace, explains why instruction in negative peace is desirable, and addresses the issue of indoctrination. Chapter 3 presents "Education for Positive Peace" and discusses global justice as the central concept of positive peace. Chapter 4, "Peace Knowledge: Content and Context," is a discussion of the sources of peace knowledge. The chapter offers a conceptual framework and a curricular outline for the "University for Peace," an international institution based in Costa Rica. Chapter 5 offers "The Fundamental Purposes of a Pedagogy of Peace." It examines concepts of wholeness, integrity, complexity, and change, and explores some of the impediments to peacemaking. The sixth and final chapter, "Toward Comprehensive Peace Education," sets out the dimensions of such education and its values and qualities. The chapter suggests that only through greater efforts in peace education will it be possible to avoid what Einstein called the "drift toward unparalleled catastrophe." Appendices provide an annotated bibliography of references, an index, and notes about the author. (SG)

ED 368 600   SO 023 218

Ediger, Marlow
Leadership in the Social Studies.
PUB DATE- 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Inservice Teacher Education; *Leadership; *Social Studies; *Staff Development; *Teacher Workshops

This paper suggests that leadership is needed to assist teachers in doing an excellent job of teaching social studies. The principal or supervisor must provide the necessary leadership. This leader needs to observe teaching and learning situations frequently in the classroom setting. Teaching suggestions are provided by the leader to teachers so that pupils more fully attain the objectives of instruction in the social studies. To be a leader, one needs knowledge and experience, as well as appropriate attitudes to modify, revise, and improve the present methods. Staff development is a salient item to stress in updating the social studies. The leader may survey social studies teachers to determine what should be stressed in staff development. If a new curriculum is being proposed for the school, the leader must: (1) present it meaningfully to teachers; (2) answer questions in a clear, concise manner; (3) respect the thinking of participants; (4) invite discussions and active participation; and (5) try to improve communication among leaders and faculty. Workshop methods to improve the social studies are quite effective if quality procedures are used. Five themes are suggested around which to base a workshop. Sample problems pertaining to one of the sample themes are listed. Workshops need to be appraised by participants in terms of meeting teacher needs. Faculty meetings are recommended as beneficial to participants in improving the social studies. Teachers can provide feedback to

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; *Critical Thinking; *Educational Research; Elementary Education; *Elementary School Curriculum; Music Education
IDENTIFIERS- May (Wanda Tignor)

This document augments an earlier issue of the NAEA Advisory that reported on studies done by researcher Wanda May on understanding and critical thinking in art and music at the elementary level. The topics of May's research in that earlier publication encompassed: (1) differences between creative and critical thinking; (2) higher order processes; (3) discipline boundaries; (4) current criticisms; (5) what is the content of art and music; and (6) developmental stages. There are, however, additional areas of May's research that were not reported, and these concerned curriculum trends in and major theoretical orientations toward art. May identified four major currents of curriculum thought that dominate themes in public education: (1) focus on subject matter (disciplinary knowledge); (2) focus on learners; (3) focus on social efficiency; and (4) focus on social reconstruction. Based on an informed awareness of these general curriculum interests, May concluded that the goals and practices in art and music can be better understood. Educational goals develop from the expectations of society. May identified four families of aesthetic theory as orientations toward art: (1) mimetic; (2) pragmatic; (3) expressive; and (4) objective. May cross-referenced the primary relationships of the four families of theoretical orientation to the four major curriculum interests. May's findings suggest that children can perceive qualities of art and musical forms before they are able to produce such qualities in their own compositions. Most children enjoy music and art appreciation activities as well as creating art and music. This document suggests that May's correlation of education philosophy and aesthetic orientation is of particular value, as is the use of significant research to help guide art teachers toward greater emphasis on aesthetic perception and inquiry, historical awareness, and cultural concepts. (DK)

ED 368 619 SO 023 726

Jordahl, Ron, Ed.
Attitudes of Prairie Bible College Students toward Human Genetic Manipulation. A Survey and Comparative Study.
PUB DATE- Apr 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Christianity; Church Related Colleges; *College Students; Comparative Analysis; *Genetic Engineering; Higher Education; Reproduction (Biology); Social Science Research; *Student Attitudes; Student Characteristics; Surveys
IDENTIFIERS- Eugenics; *Prairie Bible College AB

This document reports a survey instituted to compare the attitudes of students at a Christian college (Prairie Bible College) in Alberta, Canada with those of college students in can be used as a base in a public administration internship course to teach about public administration, and to show how students' practice can help them learn, understand, and remember theory. In the course the students worked as volunteers in public agencies, met as a biweekly group in a seminar fashion, read articles, and wrote journal themes. The professor used a discussion on assigned articles to show students how to use their agency experience to understand some of the ideas from these assignments, using their intern work as an experimental testing ground for the administrative theory they were reading. Learning public administration theory, concepts, and ideas is the primary goal. The intern experience is brought back into the classroom to use as a vehicle to teach public administration. The paper describes four reading assignment themes. These are Max Weber's idea of hierarchy, social dynamics in a bureaucracy, human centered bureaucracy, and the culture of organizations. Using student intern experience to teach has three clear benefits: (1) it insures enthusiastic participation in class discussion; (2) it creates an experiential context to learn new concepts and uses new vocabulary; and (3) it makes it more likely that concepts will be understood and remembered. (DK)

ED 368 638 SO 023 815

Shannon, George, Comp.
A Knock at the Door. The Oryx Multicultural Folktale Series.
PUB DATE- 92
NOTE- 174p.; Illustrations by Joanne Caroselli.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Anthologies; Children; Cultural Awareness; *Cultural Context; *Cultural Education; Cultural Images; Elementary Secondary Education; *Folk Culture; Foreign Countries; Instructional Materials; Multicultural Education; Reading Materials; *Story Telling; *Thematic Approach
IDENTIFIERS- *Folktales

This folktales collection includes 35 versions, representing countries and cultures from around the world, of the traditional tale in which a dangerous character knocks at the door and tries to trick the children into letting him inside. The stories are intended for use in homes, schools, and libraries by both children and adults who enjoy sharing tales. The arrangement of the book places the tales so that beginning with Aesop's Fable each additional tale shares a more developed and expansive variation of the initial theme while gaining resonance from the tales around it. The volume also includes a tale notes section which lists each tale's source or sources, the date, place, and manner of tale collection, and the contextual information. An essay section provides a comparative overview of the tales, examines illustrations, explores ways educators can develop awareness of cultural context and integrate tales into the curriculum, and offers a bibliographic essay of materials. The book concludes with a 105-item bibliography of resources and an index. (CK)

ED 368 639 SO 023 818

Bjerstedt, Ake
Peace Education Approaches among Younger and Older Students in

This source book provides songs, activities, ideas, and hints on how to use folksongs with children. The book contains 30 folksongs and over 140 accompanying activities. The simplest activities work well for preschool children with the most complicated design for 10- or 11-year-old children. Each activity utilizes one of the 30 songs and supports a logical part of the learning sequence. The activities are adaptable for groups of children from 2 to more than 30 or for the single child. The book covers the necessary concepts and practical suggestions to become a confident leader of musical activities regardless of prior experience. The main sections of the book include 77 games, 33 movement activities, and 37 new verses. The book continues with background information, curricular tie-ins, and follow-up resources. The remaining sections include information for principal sources of songs, and index of rhythmic elements, an index of melodic elements, and a subject index. (CK)

ED 368 659 SO 023 861

Patrick, John J.
A Proposal for Assessing the Teaching of Religious History in Indiana Schools.
PUB DATE- 14 Jan 94
NOTE- 12p.; Paper presented at the Religious History Symposium (Indianapolis, IN, January 14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Enrichment; *Curriculum Evaluation; Elementary Secondary Education; *Evaluation; History; *Religion; *Religion Studies; Social Studies
IDENTIFIERS- *Indiana

The multi-faceted assessment of the teaching of religious history in the elementary and secondary schools of Indiana developed from a need for the assessment, a concept and procedure for the assessment, and the applications to educational practice. Textbooks have neglected religious history, and a national movement exists to improve the curricular status of religion. Documentation of the status of religion in elementary and secondary school history and social studies courses needs to be done in Indiana. In conceptualizing the proposed assessment, four types of questions signify the major categories: (1) questions about the extent and quality of coverage of religious history in textbooks; (2) questions regarding the place of religious history in the published frameworks and guides for the curricula of elementary and secondary schools; (3) questions pertaining to the place of religious history in the education and certification of teachers; and (4) questions dealing with the attitudes and practices of key persons about the place of religious history in the school curriculum. A procedure for developing the assessment and final report derives from the four types of questions. The possibility exists for the assessment to increase public interest in the subject, arouse public interest groups to exert pressure for curricular reform, and provide a baseline for curriculum improvement. (CK)

ED 368 660 SO 023 864

Wagner, Kenneth A.; And Others
Becoming Informed Citizens: Lessons on the Constitution for Junior High School Students.

of education to respond to the needs of today's diverse school population lies in creating closer working relationships with schools. The Professional Development School as proposed by the Holmes Group is a promising model of meaningful collaboration. (IAH)

ED 368 676 SP 035 011

Selke, Mary J.; Collins, Martha D.
Dr. Mom Project.
PUB DATE- Feb 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Doctoral Degrees; Employed Women; Higher Education; Individual Characteristics; Mother Attitudes; *Mothers; *Parent Child Relationship; Parent Role; Teacher Educators; *Women Faculty; Working Hours

This study explored what impact mothers having doctorates and being professors has on their children. A survey of 55 women professors with doctoral degrees was conducted, examining number of children, age and marital status, variables related to doctoral degrees, institutional variables, rank and tenure status, position descriptors and related responsibilities, considerations when seeking a position, advantages and disadvantages of a doctorate from children's and mother's perspectives, and support systems. Twice as many respondents were currently married as were divorced, and 5.5 percent had never been married. Numbers of children ranged from 1 to 6. Average number of hours in a typical workday ranged from 6 to 15, with most respondents putting in 9-12 hours. The average hours in a workday for nonparents ranged from 8-11 hours, while average hours for parents ranged from 6-15. Advantages of the mothers' doctorate, perceived by their children, included pride in the mother's position, the children's limitless potential for development, and the family emphasis on education. Advantages cited by mothers were financial considerations and knowledge of the ins and outs of the higher education system. Disadvantages included lack of time, stress, and not being as "domestic" as they would like. Women with doctorates would benefit from better support systems in general and better financial support. (JDD)

ED 368 677 SP 035 022

Shen, Jianping
A Study in Contrast: Visions of Preservice Teacher Education in the Context of a Professional Development School.
PUB DATE- Feb 94
NOTE- 33p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Case Studies; *College School Cooperation; Cooperating Teachers; Higher Education; Intermediate Grades; Junior High Schools; Middle Schools; Models; Partnerships in Education; *Preservice Teacher

students, but were concerned about the conflicting demands on time. The more strongly a person or group was perceived to think teachers ought to participate in SBCD, the more likely their wishes were to be complied with. The most influential in this area was the principal, then other colleagues, and then nonprofessionals. Respondents' ratings of nine personal attributes in terms of the extent to which they constituted an aid or barrier to their participation in SBCD revealed that the only skill identified was that of working with others, and the only specific knowledge item was subject knowledge. Respondents indicated that organizational attributes (such as principal support and staff expertise) generally assisted them to participate in SBCD, except for the problem of available time. The study concludes that in the early days of SBCD, teachers did not feel free to develop curricula because of their initial lack of training, skills, and expertise but now their attitudes are becoming more positive. (Contains 26 references.) (JDD)

ED 368 694 SP 035 116

Wolf, Patricia; Supon, Viola
Winning through Student Participation in Lesson Closure.
PUB DATE- 22 Feb 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Higher Education; *Instructional Design; *Lesson Plans; Reinforcement; *Review (Reexamination); *Student Participation; Summative Evaluation; Teacher Education; *Teaching Methods; Time Factors (Learning)
IDENTIFIERS- *Closure

Lesson designs that have weak closure rob students of the most important part of the lesson--the time when they have the opportunity to think about and discuss what they have learned. This is the time in the lesson when students reflections is necessary for internalization of the skills covered. At the end of a lesson, a short concentrated time period of 5 to 8 minutes should be set aside to provide students with the opportunity to evaluate lesson content and to reinforce skills taught. Activities must be designed to maximize student input. Fifteen student-directed activities, 11 lesson-focused activities, and 11 teacher-directed activities are described. These activities are designed to stimulate teachers at all grade levels to think of more effective ways to complete lessons. (JDD)

ED 368 695 SP 035 121

A Design for Building Outcomes-focused Curricula.
PUB DATE- Jan 93
NOTE- 37p.; For related documents, see SP 035 122-123.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Educational Improvement; Elementary Secondary Education; *Integrated Curriculum; *Outcomes of Education; Performance Factors; Resource

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Outcomes Assessment; Community Support; Curriculum Evaluation; Educational Assessment; Educational Finance; Educational Quality; Enrollment; *Evaluation Methods; Faculty Evaluation; Higher Education; *Institutional Evaluation; *Institutional Mission; Personnel Evaluation; Politics of Education; Program Evaluation; School Holding Power; *State Colleges; Statewide Planning; Student Characteristics
IDENTIFIERS- *Pennsylvania State University

This document presents a format for evaluating the viability of individual campuses in the Pennsylvania State University System (PSUS) including criteria and a process to apply them. A viable campus is defined as having a clear mission with a demonstrable agreement among administrative and faculty visions, having adequate resources, involving the community, and reflecting the mission and policy of PSUS. Related studies of campus viability are described including those that have examined institutional missions, viability indicators, and alternative organizational structures. Four viability factors are considered at length: (1) quality, (2) enrollment, (3) finances and facilities, and (4) community interest and political support. A quality assessment should cover student characteristics, program and course offerings, full-time faculty, non-tenure-track faculty, staff support, and administration. Enrollment factors considered in such an assessment should include critical mass, student retention, student/faculty ratios, and student/administration ratios. The third assessment area should include finance, facilities, and equipment. Finally, evaluation of community interest and political support should cover campus advisory board, educational leadership, economic development, cultural impact, local enrollments, fundraising, government support, alumni support, and state-wide advocacy. The paper also includes procedures for campus viability evaluation, suggested steps following a judgment that a campus is inefficient or ineffective, and actions in the case of a similar judgment of non-viability after 3 years. (Contains 40 references.) (JB)

ED 368 253 HE 027 266

Thurgood, Delores; Weinman, Joanne M.
Doctorate Recipients from United States Universities. Summary Report 1990.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 91
NOTE- 110p.; Appendix tables contain small print.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Aspiration; American Indians; Asian Americans; Blacks; *Doctoral Degrees; Employment; Financial Support; *Graduate Students; Higher Education; Hispanic Americans; *Minority Groups; National Surveys; *Student Characteristics; Tables (Data); *Trend Analysis; Whites
IDENTIFIERS- Time to Degree

This report presents a summary of the 1989-90 results of the Survey of Earned Doctorates conducted each year since 1958. Organized into three sections, the report first presents an analysis of trends in the numbers of doctorate recipients

21 FIGs with 1818 non-participating freshmen. Findings indicated that the FIG program provided a modest, though non-trivial benefit to participants including higher grade point averages and increased persistence into the second year. Participation in the Writing Link FIGs appeared most beneficial. The qualitative study findings are presented in three sections. The first section emphasizes that much of the influence of the FIGs was in the realm of social relationships among students. The second section describes the predominant view of students that large classes, combined with a lecture style of teaching, tended to discourage classroom participation or attendance. The third section reports that students viewed learning primarily as collecting information, as related to talking, and in relation to grades. FIGs were viewed as ways of networking with peers in gathering information and as a means of learning through personal interaction. Appendices, comprising half the report, provide the survey questionnaires and extensive tables of descriptive data. (Contains 23 references.) (GLR)

ED 368 270   HE 027 286

Losak, John; Scigliano, John
Total Quality Management and Institutional Effectiveness: Synergy through Congruence.
PUB DATE- Jan 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- College Administration; Decision Making; Higher Education; *Institutional Administration; Models; *Organizational Effectiveness; Policy Formation; Program Development; *Self Evaluation (Groups); *Total Quality Management
IDENTIFIERS- Southern Association of Colleges and Schools

This paper provides a framework for an institutional self study integrating total quality management (TQM) and institutional effectiveness (IE) models within the context of standards of the Southern Association of Colleges and Schools. It highlights the common dimensions in general management principles between TQM and IE and the strategies for handling differences or areas of uniqueness in their approaches and philosophies. A TQM/IE model is presented within a work flow context that covers the setting of priorities, decision and policy making and development of benchmarks for interpreting standards, synchronizing work, obtaining feedback for evaluation, and crafting formats for communication and reporting. Problem analysis, performance, and support and enabling processes are discussed as well as the existing barriers to TQM, such as the costs associated with installing TQM within an organization and the problems associated with implementing TQM recommendations, including psychological barriers. Contains 21 references. (GLR)

ED 368 271   HE 027 287

Selvaratnam, Viswanathan
Innovations in Higher Education. Singapore at the Competitive Edge. World Bank Technical Paper No. 222.
PUB DATE- 94
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Collected Works - Serials (022)

NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Cultural Differences; Cultural Exchange; Expectation; Food; Health; Higher Education; *International Educational Exchange; Multicultural Education; Second Language Learning; *Student Adjustment; *Student Attitudes; *Student Exchange Programs; Study Abroad; Undergraduate Students

Approximately 500 undergraduate students, representing colleges and universities across the United States, who were about to embark on a semester-long credit-bearing sojourn sponsored by Syracuse University (New York) to one of four locations (London, Strasbourg, Madrid, and Florence) were surveyed about their aspirations and attitudes regarding language, food and health, and adjustment/homesickness. Findings indicated: only three percent of respondents stated that learning the host language was the prime reason for studying abroad; just half of the respondents had a positive attitude toward language acquisition; 59 percent had positive expectations about the host country's food, while 27 percent had negative attitudes; 64 percent had positive expectations concerning matters of health; 80 percent felt positively about adjusting to a new lifestyle and a different academic setting; and homesickness was not expected to be a serious concern. Findings prompted a revision of a 1989 chart by Cornelius Grove which was designed to guide programmers planning an immediate post-arrival orientation in choosing the most pertinent topics. The chart shows when certain concerns become most acute, the complexity of the network of expectations, and the adjustment pattern. Implications for planning student exchange programs are discussed. (JDD)

ED 368 290 HE 027 307

Hansel, Bettina
An Investigation of the Re-Entry Adjustment of Indians Who Studied in the U.S.A. Occasional Papers in Intercultural Learning, Number 17.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Office of International Education.; Syracuse Univ., NY. Div. of International Programs.
PUB DATE- Dec 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Coping; Cross Cultural Studies; Cultural Context; *Cultural Influences; *Culture Conflict; Culture Contact; Employment; Family Relationship; Foreign Culture; *Foreign Students; Higher Education; *Sociocultural Patterns; Stress Variables; *Student Adjustment
IDENTIFIERS- *Foreign Students Home Country Reentry; *India; United States

This study explored the readjustment experience of 49 Indians who came to the United States to study and then returned to their home country. Interviews revealed that most experienced some stress or difficulty after their re-entry, with problems ranging from initial anxiety about getting a job or shock at the crowded conditions, pollution, or the frustrations of power and telephone outages, to an intense period of depression and alienation. A few who had been back in India for 4 to 5 years were still having a difficult time, while some students who had

Teaching in a Multicultural Environment" (Elliott Robert Barkan); (11) "Using the Internet for Teaching, Learning, and Research" (Craig Blurton); (12) "Enhancing Learning with Interactive Video" (Penelope Semrau, Barbara A. Boyer); (13) "Hypermedia as an Instructional Resource" (Patricia A. Backer, Joseph K. Yabu); (14) "Software Ethics: Teaching by Example" (Ralph H. Miller et al.); (15) "Using Assessment to Develop a Culture of Evidence" (Ralph A. Wolff, Olita D. Harris); (16) "How Classroom Assessment Can Improve Teaching and Learning" (Susan G. Nummedal); (17) "Student Portfolios as an Assessment Tool" (Mary Kay Crouch, Sheryl I. Fontaine); (18) "Assessment's Role in Strengthening the Core Curriculum" (James L. Ratcliff); and (19) "Closing Thoughts: Creating a New Scholarship of College Teaching" (Diane F. Halpern). Many papers contain extensive references. (JB)

ED 368 308 HE 027 333

Ontario Universities Benefits Survey, 1993-94, Part I, Benefits Excluding Pensions and Part II: Pensions.
SPONS. AGENCY- Council of Ontario Universities, Toronto.; Ontario Association of University Personnel Administrators, Toronto.; Ontario Confederation of University Faculty Associations, Toronto.
PUB DATE- Feb 94
NOTE- 243p.; For the 1991-92 report, see ED 345 610.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Employer Supported Day Care; Financial Services; Foreign Countries; *Fringe Benefits; Health Insurance; Higher Education; Housing Opportunities; Insurance; Leaves of Absence; *Personnel Policy; *Retirement Benefits; Sabbatical Leaves; Tables (Data); *Teacher Employment Benefits; Tuition; *Universities; Vacations
IDENTIFIERS- *Ontario

This report presents data from a survey of Ontario (Canada) universities concerning employment benefits offered in 1993-94. Part I covers benefits other than pensions. Tables display the information on particular benefits institution-by-institution including: administration and insurance plans, communication of benefits, proposed changes, provision of life and dismemberment insurance, maternity leave policy, supplementary health insurance, long-term disability, sick leave entitlement, sick leave-benefits continuance, long-term disability-benefits continuance, life insurance, survivor benefits, dental plans, post-retirement benefits, vacation entitlement, sabbatical leave policies, housing loan (mortgage) policies, free tuition policies, parking policies, access to athletic facilities, and day care. The institutions included are: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, McMaster University, Ontario Institute of Studies in Education, University of Ottawa, Queen's University, Ryerson Polytechnical Institute, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. Part II, which covers the same universities, presents data on pensions offered in 1993-94. After a general summary, pension details are given for each university including: type of plan, eligibility, member contributions, university contributions, benefits, trustee, investment manager, pension committee composition, responsibility, status of unfunded liability, experience in the classroom as well as computer laboratories. The Apple program used computer laboratories, one dedicated to writing and two for basic skills acquisition. The program is nearing full implementation. Problems inhibiting full participation include difficulties with the class reporting option, inconsistent implementation of the computer take-home policy, difficulties in teacher use of telephone technology, and the lack of parent and community involvement. Recommendations are made to improve program implementation and availability for students. The percentage of students passing the Texas Assessment of Academic Skills in writing did increase in the IBM schools. Thirty-one figures present study findings. Eight attachments, with an additional 10 tables and 4 figures, provide supplemental information about the program. (Contains four references.) (SLD)

ED 368 327 IR 016 562

Mueller, Richard J.
The Electronic Classroom.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Computer Assisted Instruction; Educational Environment; Educational Media; *Educational Technology; *Electronic Classrooms; Elementary Secondary Education; *Individualized Instruction; Information Dissemination; Innovation; Programmed Instruction; Teaching Methods; *Technological Advancement; *Visual Literacy
IDENTIFIERS- *Intelligent Tutoring Systems

Current computerized electronic technology is making possible, not only the broad and rapid distribution of information, but also its manipulation, analysis, synthesis, and recombination. The shift from print to a combination of visual and oral expression is being propelled by the mass media, and visual literacy is both a concept and an educational movement. Computer-based intelligent tutoring systems hold the promise of individualizing instruction on a scale not seen since the emergence of the printed book. The advent of intelligent tutoring systems could turn the educational environment into a learner's market, and conventional instruction faces a formidable competitor in computer-based individualized instructional technology. Although electronic media will not supplant print technology, electronic information communication has the potential to make the ordinary person capable of superior performance as it becomes the means of knowledge dissemination in the global classroom. (Contains 24 references.) (SLD)

ED 368 328 IR 016 563

Handbook for Technology Planning in Texas Public Schools, Winter 1991.
PUB DATE- 91
NOTE- 61p.; For the Spring 1992 Handbook, see ED 348 957.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

(Nashville, TN, February 16-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; Computer Assisted Instruction; Cost Effectiveness; Degrees (Academic); Delivery Systems; *Distance Education; *Educational Technology; Electronic Mail; Graduate Study; Higher Education; Library Services; Multimedia Instruction; Online Systems; Program Evaluation; *Telecommunications; Videotape Recordings
IDENTIFIERS- *Field Based Programs; *Nova Southeastern University FL

Providing a variety of instructional methods and materials, developing unique and effective communication systems, and evaluating the process are keys to the delivery and effectiveness of the field-based programs in graduate education offered by Nova Southeastern University (Florida). This 4-year nonprofit institution is a leader in distance education, offering off-campus undergraduate and graduate degree programs in education, business and public administration, psychology, and computer science. Almost half of the 12,000 students are in field-based programs delivered in a variety of ways ranging from regional locations with once-a-month classes to working at home with a personal computer and modem. The cluster format of monthly meetings has been the most popular form of distance education, but the telecommunications approach is becoming the most successful alternative delivery approach. In distance education, the use of multimedia is especially important. Online tools and resources used by Nova Southeastern include: (1) audiobridges (toll-free telephone connections for two-way discussion); (2) videotapes; (3) audiotapes; (4) telephones; (5) electronic mail; (6) the electronic classroom (virtual classroom through split-screen technology); and (7) the electronic library (catalog and delivery services). The effectiveness of these approaches is the subject of continual evaluation used in planning for new technologies and more cost-effective use of existing technologies. (Contains 5 references.) (SLD)

ED 368 347 IR 016 605

Dempsey, John V.; Rasmussen, Karen L.
Instructional Design and Development Competencies in a New Academic Program.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administration; College Faculty; Communication (Thought Transfer); *Competence; Computer Assisted Instruction; Doctoral Programs; Educational Assessment; Graduate Study; Higher Education; *Instructional Design; *Instructional Development; Literature Reviews; Multimedia Instruction; Needs Assessment; Program Evaluation; *Skill Development
IDENTIFIERS- Monitoring; Student Surveys; *University of South Alabama

In 1992 the University of South Alabama instituted a doctoral program in Instructional Design and Development. A survey was designed to help assess entry competencies of incoming students, monitor student development through the educational meeting the educational and research needs of its clientele. Data were collected in separate questionnaires for testing three multi-part null hypotheses with oneway ANOVA. The student survey was pilot tested in spring, 1991. The population of the study was 141 faculty and 284 students. Means, responses in percentages, and one-way analysis of variance with Scheffe post hoc comparisons were used to test the hypothesis and to analyze the findings. Twelve recommendations were made for improving the Citadel library's service and user education mission based on this investigation. The sample faculty and student questionnaires are included in the appendices. (Contains 140 references.) (Author/JLB)

ED 368 367   IR 054 934

Library Career Training Program. Abstracts of Funded Projects, 1992. Title II-B, Higher Education Act.
PUB DATE- Dec 93
NOTE- 112p.; For 1991 abstracts, see ED 345 754.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Federal Aid; *Fellowships; Grants; Higher Education; *Information Science Education; *Institutes (Training Programs); Librarians; *Library Education; Library Schools; Library Services; *Professional Training; Program Proposals; Tables (Data)

The Library Career Training Program, Title II-B of the Higher Education Act (HEA), provides grants to institutions of higher education and library organizations or agencies to train persons in librarianship through fellowships, institutes, and traineeships and to establish, develop, and expand programs of library and information science. This booklet is a synthesis of materials contained in the applications for fellowships in fiscal year (FY) 1992. It has been prepared for use by librarians, counselors, and prospective students of library and information science seeking information about the projects funded under Title II-B of the HEA. The abstracts are listed alphabetically by state and include the following information: institution; project director; number and level of fellowships; FY 92 funding; grant period; grant number; priority selected; and project objective(s). Several tables present information on: HEA Title II-B fellowship/traineeship funding history, FYs 1966-92; total fellowships and traineeships by state, FYs 1966-92; HEA Title II-B institute/traineeship funding history, FYs 1968-79; HEA Title II-B institute/traineeship funding history, FYs 1987-90; Library Training Institute Program enrollment data, FYs 1968-90; total institutes and traineeships by state, FYs 1968-90; and Library Training Institute Program by type of librarianship, FYs 1968-79 and 1987-90. A map of states benefiting from HEA Title II-B since FY 1966 is also included. (JLB)

ED 368 368   IR 054 935

Sivulich, Sandra Stroner; Enos, Randall
New York Is Reading Country: Manual. 1992 New York State Summer Reading Program.
PUB DATE- 92
NOTE- 270p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

perpetuate the art and scholarship of music; descriptions of public events and publications of the Music Division; Music of Americans, the popular music collection; the theater collections; Invitation to the Dance, the dance collections; the collections of musical instruments; the Music Division's services to the public and collections; and a list of 100 selected special collections. Many illustrations showing items from the collections are included. (JLB)

ED 368 388 IR 054 964

Library of Congress Rare Books and Special Collections: An Illustrated Guide.
PUB DATE- 92
NOTE- 67p.; For related documents, see IR 054 962-963. Publication made possible by support from the James Madison Council.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; *Books; Illustrations; *Library Collections; *National Libraries; United States History; United States Literature
IDENTIFIERS- *Library of Congress; *Rare Books; Special Collections (Library)

The Rare Book and Special Collections Division of the Library of Congress contains approximately 650,000 books, broadsides, pamphlets, theater playbills, title pages, prints, posters, photographs, and medieval and Renaissance manuscripts. The division's holdings encompass nearly all eras and subjects and it maintains special collections as well as the general collection which reflects its strengths and contains at least a few books about virtually every subject that the Library of Congress as a whole collects. This guide contains descriptions and examples of the following collections: American History; American Literature; Europe; the Book Arts; and the Illustrated Book. A list of the 149 special collections is also included. Many illustrations showing items from the collections are included. (JLB)

ED 368 389 IR 054 969

Brennan, Patricia, Comp.; Reed-Scott, Jutta, Comp.
Automating Preservation Management in the ARL Libraries. SPEC Kit 198.
PUB DATE- Dec 93
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Database Management Systems; Higher Education; Information Management; Information Technology; *Library Administration; Library Associations; *Library Automation; Library Collections; Library Surveys; Library Technical Processes; *Management Information Systems; *Preservation; Questionnaires; Records Management; Research Libraries
IDENTIFIERS- Association of Research Libraries; Library Computer

writing book reports, or completing term papers. A study of student outcomes and attitudes toward the three elements indicated the following: (1) 79% (n=27) of one section and 50% (n=15) of the other failed to achieve their contract goals in terms of final grades; (2) over 50% of both sections failed to meet their book report objectives and over 40% of both failed to meet their term paper objectives; (3) in general, many students in both groups exhibited high grade expectations teamed with low objectives; and (4) despite the failures, student attitudes toward the curriculum were typically "very positive" or "positive." The study concluded that, while students recognize the value of setting goals, they may not follow their own contracts. Tables, the student evaluation questionnaire, and 23 references are appended. (KP)

ED 368 408 JC 940 212

Employer Needs Assessment Results for Pima County Employers, 1992.
PUB DATE- Jun 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Skills; Community Colleges; Community Surveys; *Employer Attitudes; *Job Skills; *Labor Needs; *Needs Assessment; Program Effectiveness; Program Evaluation; Questionnaires; Training Methods; Two Year Colleges
IDENTIFIERS- Pima Community College AZ

In an effort to inform the program and services review, develop new instructional programs, and assist marketing efforts at Pima Community College (PCC), in Arizona, a survey was conducted in fall 1992 of Pima County employers' training needs, employment needs, and opinions about PCC. Questionnaires were mailed to a random sample of 759 local businesses, with completed surveys being received from 329. Study findings included the following: (1) the most commonly used PCC resources were regular credit courses for professional development and promotional items announcing PCC programs, and employers familiar with PCC services generally rated them as "very good"; (2) the most common sources used by employers to hire personnel were referrals from current employees and newspapers, while PCC's job bank was one of the least used resources; (3) all of the employers thought that the quality of employees' work, positive attitudes, ability to follow directions, teamwork, and good oral communication were very important; (4) the most common training needs expressed were specific skills, courses, or programs (21%) and computer skills training (13%); (5) 26% of the respondents used in-house training to meet needs and 23% used on-the-job training, while only 7% used PCC; and (6) while employer comments were generally favorable regarding the extent to which PCC was meeting their training needs, needs for improvement were cited with respect to providing more hands-on experience and better communication skills for graduates. The survey instrument is included. (KP)

ED 368 409 JC 940 213

Jolly, Mary Bouligny
The ACCESS Consortium Tech Prep Summer Internship Report, August 1, 1993.
PUB DATE- 1 Aug 93
NOTE- 26p.; Paper presented at the Annual Convention of the

Higher Education Coordinating Council. The Committee then reviewed and synthesized area and team plans, identifying nine major college goals: (1) respond to the growing demand from students seeking access to associate degree programs and noncredit instruction; (2) increase retention and completion rates of traditional and nontraditional students; (3) enhance learning by using new instructional systems, methods, and technologies; (4) offer a comprehensive and varied curricula, and improve program and course quality and currency; (5) attract and serve a diverse student population and enable all students to develop a greater knowledge and appreciation of diversity; (6) acquire and manage the human and fiscal resources of the college to ensure their effectiveness and innovative use in carrying out HCC's mission; (7) maintain the quality of the physical plant; (8) strengthen relations with the community; and (9) improve institutional assessment. Statistics on HCC students and the documents used for the planning process are included. (ECC)

ED 368 426 JC 940 233

Long-Range Plan, Phase II: Implementation Plan, 1994-1999.
Holyoke Community College.
PUB DATE- 94
NOTE- 104p.; For a related document, see JC 940 232.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Planning; Community Colleges; Diversity (Institutional); Educational Quality; Educational Trends; *Institutional Characteristics; Institutional Mission; *Long Range Planning; Mission Statements; Needs Assessment; *Organizational Objectives; Policy Formation; School Community Relationship; *Trend Analysis; Two Year Colleges
IDENTIFIERS- *Holyoke Community College MA

The Long-Range Planning Committee at Holyoke Community College (HCC) in Massachusetts has devised a 5-year plan to help the college focus on its most important priorities as it seeks to grow and accommodate change. This planning document identifies seven major institutional goals, objectives comprised by each goal, long-range strategies to achieve the goals, and specific implementation strategies for the period January 1994 to June 1995. With respect to goal 1, which deals with curriculum development and instructional improvement, the report provides evidence of a growing demand for associate degree and certificate programs and short-term instruction; states objectives for the transfer, career, and certificate programs; recommends long-range strategies related to accreditation, needs assessment, the DACUM curriculum development process, and other areas related to curriculum and instruction; and presents a timeline for 17 specific strategies stating the person responsible and the outcomes required. Similar background information and planning strategies are provided for the remaining six goals: (1) increase access, retention, and completion rates of traditional and nontraditional students; (2) enhance student learning through the use of emerging technologies and new instructional methods and delivery systems; (3) serve the needs of an increasingly diverse student population by providing students with the skills, knowledge, and understanding needed to lead productive and peaceful lives in global society; (4) acquire and manage the human, fiscal, and physical resources of HCC to ensure their most effective discontinued in 1991-92; and (6) occupational growth from 1988 through 2000 was generally calculated as high, with five programs among the fastest growing occupations in Virginia. A monitoring system for classifying programs was recommended to ensure more accurate student classification in future. (KP)

ED 368 443 JC 940 256

Dockery, Michael; And Others
Performance Review Aerobics Exercises Which Systemize the Process.
PUB DATE- Feb 94
NOTE- 22p.; Paper presented the International Conference for Community College Chairs, Deans, and Other Instructional Leaders (3rd, Phoenix, AZ, February 23-26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; Community Colleges; *Faculty Development; Formative Evaluation; Instructional Improvement; *Portfolios (Background Materials); Summative Evaluation; *Teacher Administrator Relationship; *Teacher Evaluation; Two Year Colleges

Finding ways to accurately document and record faculty performance can be difficult and time-consuming for the department chair. However, if performance reviews are viewed as a system for improvement, they can provide constructive feedback to the faculty member and offer the opportunity for goal-setting and mutually-supported professional growth. The teaching portfolio offers an excellent model for integrating formative and summative evaluations. To assure the reliability of the portfolio as an evaluation, it should be prepared with collaboration from peers and the chair. With the portfolio, the chair and instructor must identify the goals of the evaluation, and carefully delineate the expectations for acceptable performance in the job description. Once these materials are prepared, a clear time table and the expected outcomes must be established. Finally, for chairs to effectively evaluate faculty, the following eight guidelines should be kept in mind and meshed with their particular institutional culture: (1) summative and formative evaluation must be viewed as parts of a whole; (2) evaluation should be based on a standard, college-wide form and follow uniform procedures; (3) goals must be viewed as evolving and allowed to change; (4) evaluations must be ongoing; (5) evaluation must depend on multiple sources; (6) information acquired from sources must be analyzed with an eye toward limitations and shortcomings; (7) a faculty member's career status should be factored into the evaluation; and (8) evaluators should be conversant with current literature on the basics of teaching and instructional improvement. Contains 25 references. (KP)

ED 368 444 JC 940 262

Santiago, Isaura Santiago
Hostos Community College and the Bronx Center: A Model for a Community College Partnership in Urban Community Development.
PUB DATE- 6 Apr 94
NOTE- 15p.; Paper presented at the Annual Convention of the American Association of Community Colleges (74th, Washington,

Childhood Education; *Family Day Care; Federal Aid; *Federal Programs; *Food; *Low Income Groups; Program Descriptions; Program Evaluation; Research Methodology
IDENTIFIERS- *Child Care Food Program; District of Columbia; Food Distribution Programs; New Hampshire (Nashua); New Mexico State Department of Education; Ohio (Cleveland); *Program Expansion; Virginia (Norfolk); West Virginia State Department of Education

A 1-year demonstration project was conducted by the United States Department of Agriculture's Food and Nutrition Service (FNS) to help remove or reduce barriers to the participation of low-income family day care homes in the Child and Adult Care Food Program (CACFP). FNS funded six grantees to conduct a demonstration of three different strategies. The Ohio Hunger Task Force in Cleveland, Ohio, and the Greater Nashua Child Care Centers in Nashua, New Hampshire, conducted a strategy designed to overcome licensing barriers that prevent family day care homes from participating in CACFP. The Planning Council in Norfolk, Virginia, and the Office of Early Childhood Development in the District of Columbia focused on alleviating barriers by coordinating CACFP with state and local child care programs. The New Mexico Department of Health and Environment and the West Virginia Department of Education tested a third strategy, designed to reduce educational, language, or distance barriers to CACFP participation. All projects showed a net increase in the number of participating providers 6 months after the projects ended. (Three appendixes provide lists of demonstration project contacts, and barriers and facilitators to participation, as well as a summary of the study methodology. (MDM)

ED 368 463 PS 022 136

DuCharme, Catherine C.
Margaret McMillan and Maria Montessori: Champions of the Poor.
PUB DATE- Nov 92
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (New Orleans, LA, November 12-15, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Advocacy; Biographies; Child Advocacy; *Child Health; Early Childhood Education; Educational History; *Educational Innovation; Educational Philosophy; Foreign Countries; *Poverty Programs; *Social Action; Social History
IDENTIFIERS- Great Britain; Italy; *McMillan (Margaret); *Montessori (Maria)

This paper discusses the life and works of Margaret McMillan and Maria Montessori, two advocates for the poor who played a significant role in social and educational reform in Britain and Italy, respectively, in the late 19th- and early 20th century. The upbringing, education, and social milieu of the two women are compared, as well as their philosophy and educational outlook. The paper notes that both women had a deep concern for the misfortunes of the poor and oppressed, understood the importance of good health and nutrition in the lives of children, and began schools to educate the children of the less fortunate. They had a deep sense of commitment and a broad vision for the improvement of all humanity through working with children in poverty. The paper concludes that today's educators and child advocates can learn a great deal from the lives of McMillan and Montessori. (MDM)

Improving Inservice Training for Summer Staff in an Early Childhood Center through Individual Professional Development Goals and Ongoing Training.
PUB DATE- 93
NOTE- 63p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Early Childhood Education; Educational Objectives; Individual Needs; *Inservice Teacher Education; Mentors; Needs Assessment; *Professional Development; Program Descriptions; Program Evaluation; *Program Improvement; Questionnaires; *Teacher Attitudes; *Teacher Workshops

This practicum focused on the problem of inservice training failing to meet the individual professional needs of a diverse summer staff in an early childhood center. The solution strategy utilized a needs assessment survey and consultations with staff members to determine areas of need and interest, the results of which were used to devise a series of three inservice meetings. Choices were built into the sessions to permit staff to select topics according to needs, interests, and learning styles. New staff were paired with peer-mentors to provide information and support on a continuing basis, and all staff were encouraged to pursue individual goals. Results of a post-test survey indicated that most of the staff were either moderately or very satisfied with the program. Although experienced teachers did pursue individual goals, the level of achievement varied greatly. Five appendixes provide copies of the inservice training needs assessment, inservice evaluation questionnaire, contents of the inservice manual, and schedules and descriptions of the inservice training sessions. (MDM)

ED 368 485 PS 022 223

Camerer, M. C. Gore
A Parent's Guide To Coping with Adolescent Friendships: The Three Musketeer Phenomenon.
PUB DATE- 94
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Adolescent Development; *Adolescents; Adults; *Attachment Behavior; *Friendship; Interpersonal Communication; Interpersonal Competence; Love; Parent Child Relationship; *Peer Relationship; Secondary Education; Social Development; Social Structure
IDENTIFIERS- *Cross Sex Friendship; Intergenerational Relationship; *Same Sex Friendship

This book offers parents an understanding of the nature and role of adolescent friendship. Chapter 1 presents an introduction to the topic of friendship and examines the benefits and characteristics of friendship, types of love, attachment styles, and contextual features that affect friendship. Chapter 2 discusses friendship stages across the lifespan, addressing developmental tasks that face a person at each stage. Chapter 3 examines adolescent development, outlining cognitive development and discussing changes in thinking ability, social reasoning, moral development, and adolescent identity crisis. The establishment of friendships and the maintenance of friendships are discussed in chapters 4 and 5. Chapter 6 providers of legally unregulated and minimally certified providers. Home Based Child Care providers receive training through workshops, a training refund program, or through a Child Development Associate scholarship assistance program. Older Adult In-service Child Development Associate Training hopes to increase the number of available child care employees. The Early Childhood Education Linkage System collaborates with public and private agencies to improve the well-being of children in the state's early childhood programs by providing a number of information services, publications, and training opportunities. (TJQ)

ED 368 505 PS 022 294

Howkins, Nan Lee; Rosenholtz, Heidi Kane
Profitable Child Care: HOw To Start and Run a Successful Business.
PUB DATE- 93
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Advertising; *Business Administration; *Day Care; *Day Care Centers; Early Childhood Education; Facility Planning; Financial Support; *Flexible Scheduling; Legal Responsibility; Marketing; Parent School Relationship; Personnel Management; Program Development
IDENTIFIERS- Child Care Needs

Noting that the demand for day care has consistently outpaced supply, this book explains how to capitalize on the economic opportunities available and turn a child care center into an attractive and lucrative business that will at the same time benefit the community. Following an introduction, Part One covers the basics of planning a child care business and includes chapters on needs assessment, site selection and facility planning, business plans and financing, consultants, and purchasing equipment and supplies. Part Two explains the concept of flexibility as the key to a successful child care center. Chapters in this part discuss the flexible program philosophy, infant and toddler care, preschool child care, school-age care, and summer programs. Part Three focuses on efficient organization and management of a child care business. Chapters in this part cover center organization and record keeping; recruiting, hiring, and training staff; motivating and managing employees; and parent relations. Part Four offers advice for continued success and includes chapters on advertising and marketing, creation and promotion of a quality child care center, problem solving in child care, and the 10 most common mistakes and worries of child care center owners. Six appendixes list state licensing agencies, regional census bureaus, toxic and nontoxic plants, professional organizations, and reference books and publications. Sample forms are also appended. (TJQ)

ED 368 506 PS 022 305

Proceedings of the Annual Early Childhood Education Regional Symposium (3rd, Atlanta, Georgia, October 18-19, 1993) and Leadership for Collaboration. Video Proceedings.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 94

Indian, tribal affiliation, gender, age, location of residence, and personal educational and employment goals. The fourth chapter describes program funding and costs, including EPD allocation, allocations within projects, costs per participant, and cost differences between projects. The fifth chapter explores program outcomes, including the percentage of students who complete their studies and receive degrees, degrees obtained by project graduates, employment positions of students after they leave the EPD program, and the percentage of American Indians served in jobs held by participants. The sixth chapter summarizes the report and discusses related policy issues. Appendices contain portions of Public Law 100-297 and a Federal Register, data collection forms and results, and project abstracts. (KS)

ED 368 523 RC 019 541

Job Training Partnership Act: Labor Title IV Initiatives Could Improve Relations with Native Americans. Report to Congressional Requesters.
PUB DATE- Mar 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Alaska Natives; *American Indians; Expenditures; *Federal Indian Relationship; *Federal Programs; Job Training; *Program Administration
IDENTIFIERS- *Department of Labor; *Job Training Partnership Act 1982 Title IV; Native Americans

Section 401 of Title IV of the Job Training Partnership Act established an employment and training program to serve Indians, Alaska Natives, and Hawaii Natives that is administered by the Department of Labor. Since 1992 a Native American Employment and Training Council, composed entirely of Native Americans, has advised Labor on a variety of activities affecting the program. The 182 grantees approved by Labor provide employment and training services to eligible Native Americans nationwide. A major factor in the deterioration of the Native American relationship with Labor was a proposal to change program regulations without closely conferring with grantees, as the act requires. Labor officials, on the other hand, believed that in recent years the grantees were uncooperative and unreceptive to any program changes. Labor pledged to withdraw all prior versions of the draft regulations and promised that any new regulations would be developed with the assistance of the Native American community. A review of expenditures for 7 of the 182 grantees in program year 1991 indicated that 40 percent of funds were spent for training activities. The remaining funds were spent on program administration, work experience and community service activities, and participant support activities. Appendices contain the scope, methodology, and results of the study; numerous tables, figures, and bar graphs depicting participant characteristics, services provided, outcomes, and funding allocation; and comments from the Department of Labor. (KS)

ED 368 524 RC 019 543

Vernez, Georges
Statement of Georges Vernez before the Select Committee on Statewide Immigration Impact, California State Assembly.

and their competence in sending correct nonverbal messages can make a difference in classroom interactions. Native Americans' communication style is influenced by values that emphasize humility, respect for elders, learning through storytelling, intuitiveness, and concern for group harmony. Six Cherokee, Navajo, and Hopi educators in the public schools or university were interviewed about Native American nonverbal behaviors. In their own behaviors and their comments, interviewees indicated the appropriateness of the following behaviors: soft talk; gentle handshake; minimal eye contact, especially with elders; little facial display of emotion; most facial movement around the eyes; varying expectations as to personal distance; and intuitive time-related behaviors. Offers suggestions for increasing awareness of cultural differences among teachers and students. (SV)

ED 368 541 RC 019 619

Greene, Diane C.
The Effects of Sociocultural Factors on the Navajo Literacy Environment.
PUB DATE- Nov 93
NOTE- 16p.; Paper presented at the Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; *Context Effect; Cultural Context; *Educational Environment; *Ethnography; Grade 6; Intermediate Grades; *Navajo (Nation); *School Community Relationship; Verbal Development
IDENTIFIERS- Navajo Reservation

This paper describes an ethnographic study of school and community characteristics affecting the literacy development of Navajo children, and provides an overview of sociocultural factors in the literacy environment of one Navajo community. The researcher was a principal at Pinon Public School District #4 in Pinon, Arizona, in the heart of the Navajo Reservation. Data sources included 6 months of participant observations in two grade-6 classrooms; structured interviews with teachers, parents, and students; a parent survey about home literacy characteristics; school records; and the researcher/principal's daily journal entries. The findings suggest that sociocultural factors and cultural dissonance directly affect the literacy development of Pinon students. A summary of factors impacting educational outcomes at Pinon discusses: (1) the growth of employment opportunities on the reservation for professionals, particularly in government; (2) the influence of the extended family; (3) trends toward smaller families and declining use of the Navajo language; (4) increased contact with mainstream society, particularly through the mass media; (5) rural-urban differences in living conditions; (6) traditionalism and the continued importance of healing ceremonies; (7) changes in lifestyle and livelihood; (8) increased tribal involvement in the four types of reservation schools; (9) diminished influence of the Mormon placement program; and (10) increased opportunities for higher education. (SV)

ED 368 542 SE 053 510

Ricks, Julie J.; Collara, Cassandra L.
"One of Us Is Not as Powerful as All of Us": Building a Community

PUB DATE- Sep 93
NOTE- 409p.; Chapter One, The "Summary" has also been printed as a separate publication (OTA-F-566).
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Animals; Biotechnology; Case Studies; Decision Making; *Federal Legislation; Financial Support; Genetic Engineering; International Law; Natural Resources; *Plants (Botany); *Public Policy; Science Education; State Legislation; Weeds; Wildlife Management
IDENTIFIERS- Environmental Issues; Environmental Management; *Environmental Problems; Florida; Global Change; Hawaii; *Non Indigenous Species

Non-indigenous species (NIS) are common in the United States landscape. While some are beneficial, others are harmful and can cause significant economic, environmental, and health damage. This study, requested by the U.S. House Merchant Marine and Fisheries Committee, examined State and Federal policies related to these harmful NIS. The report is presented in 10 chapters. Chapter 1 identifies the issues and options related to the topic and a summary of the findings from the individual chapters that follow. Chapters 2 "The Consequences of NIS" and 3 "The Changing Numbers, Causes, and Rates of Introductions" examine basic aspects of NIS, their effects, how many there are, and how they get here. Technologies to deal with harmful NIS, including decision-making methods and techniques for preventing and managing problem species, are covered in chapters 4 "The Application of Decisionmaking Methods" and 5 "Technologies for Preventing and Managing Problems." Chapters 6, "A Primer on Federal Policy," 7 "State and Local Approaches from a National Perspective," and 8 "Two Case Studies: Non-Indigenous Species in Hawaii and Florida" assess what various institutions at the Federal, State, and local levels do, or fail to do, about NIS. Chapters 9 and 10 place NIS in a broader context by examining their relationships to genetically engineered organisms, to international law to other prominent environmental issues, and to choices regarding the future of the nation's biological resources. Appendixes include: lists of boxes, figures, and tables in the document; list of authors, workshop participants, reviewers, and survey respondents for the study; and list of references by chapter. Additional sections contain an index to common and scientific names of species, and a general index. (MDH)

ED 368 562 SE 054 285

Golley, Priscilla, Ed.; Hassard, Jack, Ed.
The Global Thinking Project: Linking Schools in Environmental Understanding. Symposium Proceedings (Atlanta, Georgia, November 1993).
PUB DATE- 94
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Learning; Elementary Secondary Education; *Environmental Education; Foreign Countries; *Global Approach; High Schools; Problem Solving; Program Descriptions; Questionnaires; Secondary School Students; *Student Attitudes; *Teacher Attitudes; Teaching Methods; *Teaching Models; Telecommunications
IDENTIFIERS- Australia; *Environmental Issues; *Global Thinking;

about diffusion and osmosis? In order to answer these two questions, 116 students (46.6% in the tenth grade, 30.2% in the eleventh grade, and 23.2% in the twelfth grade) enrolled in biology classes were administered tests to assess for their level of cognitive development and their understandings of diffusion and osmosis. Results revealed that while there were significant differences in level of cognitive development, significant differences between grade levels and gender did not exist. The researchers asked teachers to not assume that a concept can be easily understood by students simply because it is basic knowledge. Instead they should be aware of the fact that students must have a working knowledge of other concepts before they can truly understand more abstract concepts. (ZWH)

ED 368 582 SE 054 355

Hurst, Roy W.; Milkent, Marlene M.
Facilitating Successful Predictive Reasoning in Biology through Application of Skill Theory.
PUB DATE- Mar 94
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March 19-26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Classroom Research; Computer Assisted Instruction; Concept Formation; *Developmental Stages; High Schools; *Prediction; Problem Solving; Science Curriculum; Science Instruction; Scientific Concepts; Secondary School Science; Simulation; *Thinking Skills

The purpose of the study was to identify differences in cognitive skills associated with differing rates of predictive reasoning success for high school biology students, to determine possible correlations between predictive success and cognitive operational level, and to assess whether directed practice facilitated problem-solving success. The Group Test of Logical Thinking (GALT) was used to assess cognitive development, while written prediction sheets and oral interview were used to identify skill use patterns and measure predictive success. Treatment-group subjects then received 8 hours of directed practice in prediction using interactive computer simulations, and all subjects were retested. Predictive success showed a significant correlation both to subjects' operational level and to five specific cognitive skills. ANCOVA indicated a significant treatment effect, with marked increases in predictive success following practice in the identified problem-solving skills. (Author)

ED 368 583 SO 022 706

Participant Guide to Close Up North Dakota.
SPONS. AGENCY- Amoco Foundation, Inc., Chicago, IL.; Burger King Corp., Miami, FL.; Close Up Foundation, Arlington, VA.
PUB DATE- 92
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Democracy; Law Related

the rest of the faculty on how well the teaching suggestions worked out in the classroom. (DK)

ED 368 601 SO 023 224

Leadership Manual--Current Issues. Instructor's Guide.
PUB DATE- Jun 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Labor; Labor Education; Labor Problems; *Leadership; *Leadership Training; Learning Activities; Questionnaires; Resources; Student Participation; *Teaching Methods; *Union Members; Workshops
IDENTIFIERS- American Federation of Labor; Occupational Safety and Health Act 1970; Occupational Safety and Health Administration

This document highlights some of the major issues of concern to the labor movement, particularly those that have pending legislation. This instructor's guide offers suggestions on how unions might educate their members on these issues during scheduled union meetings, seminars, or workshops, or in conjunction with specialized campaigns such as a one-on-one member contact program or a "get-out-the-vote" program. The booklet first presents a workshop format to be utilized after the instructor or group selects a topic to be discussed from those presented in the manual. The format can be incorporated into a 1.5 or 2 hour session and can be used to address any issue. The educational techniques suggested stress participant involvement through discussion because it is one of the best ways for adults to learn and will more likely motivate them to act. The format is divided into three steps: (1) introduction of issue and discussion, including such discussion starters as constructing a questionnaire, asking a series of open ended questions, using a fact sheet or handout, charts, or a film or videotape; (2) develop an action plan; and (3) assign responsibilities. The document includes a listing of additional resources with phone numbers for the AFL-CIO departments, 29 short films and videotapes, 4 sample questionnaires with answer sheets, sample discussion questions, fact sheets and handouts, charts, and contract language. A sample discussion outline is presented using the videotape, "One Strike and You're Out," and discussion questions for an Occupational Safety and Health Administration (OSHA) videotape are included. (DK)

ED 368 602 SO 023 435

Heritage Education: A Community-School Partnership. Information Series No. 73., 1993.
SPONS. AGENCY- National Park Service (Dept. of Interior), Washington, D.C.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Resources; *Cultural Education; *Curriculum Development; Educational Resources; Elementary Secondary Education; *Heritage Education; *History Instruction;

general concerning the possible use of genetic manipulation. Comparison was made with the findings of a 1990 study by Geremia Veglia, et al., "Public Attitudes toward Human Genetic Manipulation: A Revitalization or Eugenics?" (ED 327 408). The survey was divided into three parts: (1) one measuring the response and acceptance of genetic engineering; (2) the second measuring the response and attitudes toward negative eugenics; and (3) one seeing what, if any, social opinions could influence or rationalize their participation in genetic engineering. These parts of the survey employed the same questions as the study by Veglia. A fourth part was added to measure whether the academic program, length of Christian college study, age, sex, marital status, and parenting had any influence on opinions about genetic engineering. The students at Prairie Bible College, when asked if, as prospective parents they would welcome a program to correct genetic deficiencies, disagreed or strongly disagreed at a rate of 54 percent. Males were in opposition at a rate of 57.5 percent, and females at a rate of 51 percent. This was opposed to the original Veglia survey in which 74.1 per cent of respondents would welcome such a program. The paper concludes that the Christian convictions of the subjects made them much more opposed to genetic manipulation than college students in general. Openness to genetic engineering showed an inverse relationship to the amount of study completed at the Christian college. (DK)

ED 368 620   SO 023 739

Choices for the 21st Century: An Introduction to the Choices Approach.
PUB DATE- 92
NOTE- 10p.; For related items, see ED 360 217-218.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict Resolution; *Foreign Policy; *Futures (of Society); High Schools; *High School Students; *International Relations; Learning Activities; *Participative Decision Making; Problem Solving; Secondary School Curriculum; *Social Studies
IDENTIFIERS- *Choices for the 21st Century Education Project

This brochure presents an introduction to the Choices for the 21st Century Education Project. The project seeks to promote discussion of current issues in the high school classroom. Of particular focus are topics pertaining to international relations. Central to the Choices approach are analyzing issues, articulating viewpoints, respecting the views of others, and making informed judgments. The project offers a series of documents that draw on current research, educator recommendations, and classroom testing to develop curricular units appropriate for high school social studies instruction. Units present students the opportunity to step back from contemporary headlines to consider current events within the U.S. political and philosophical heritage. Materials are self-contained and ready for the teacher to use. At the core of each unit is a range of contrasting policy alternatives to consider. Each unit provides background readings, lesson plans, and student activities. In addition, there are materials for teachers, including primary documents, a suggested reading list, and ideas on examining related topics. Most units contain a 1-week lesson plan. (SG)

ED 368 621   SO 023 740

Schools. Peace Education Reports. No. 8.
PUB DATE- Sep 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Age Differences; Children; *Elementary Secondary Education; Foreign Countries; *Global Approach; International Education; Nuclear Warfare; Peace; *Preschool Education; Teaching Methods
IDENTIFIERS- *Peace Education

This report used data from an interview study with international experts to examine the extent that peace education is relevant at various ages and to look at how the age of pupils affect the design of a pedagogy for peace. The two parts of the report provided replies from 50 experts representing 22 countries. Part 1 attempts to summarize major aspects of the relationship of age level to education for peace. In several cases, the interviewees made general comments claiming that in actual fact, age differences were of considerably less importance than imagined. Some interviewees emphasized the fact that little is known in the area. Part 2 provides detailed documentation of the 50 interview answers. (CK)

ED 368 640 SO 023 819

Universalization of Education and Improvement of Its Quality and Relevance To Prepare for the 21st Century.
PUB DATE- Jan 91
NOTE- 31p.; Material prepared for the discussion at the Meeting of the Ministers of Education and Those Responsible for Economic Planning in the Arab States (5th, Cairo, Egypt, 19-22 January 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disadvantaged; Educational Improvement; *Educational Needs; *Educational Opportunities; Elementary Secondary Education; Foreign Countries; Higher Education; *Illiteracy; International Education; International Organizations; *Literacy
IDENTIFIERS- Arab States; *UNESCO

This document provides information and ideas intended to assist the ministers of education and those responsible for economic planning in the Arab States in deliberations and the formulation of recommendations. After an introduction, chapter 1 briefly reviews the achievements of the first four conferences, summarizes developments, and outlines some of the resulting trends and problems. Chapter 2 deals with the universalization and renewal of basic education and the eradication of illiteracy and recounts efforts made at regional and international levels for the provision of basic education for all. Chapter 3 addresses the provision of educational opportunities to special and underprivileged groups and suggests a number of measures to improve the conditions of such groups. Chapter 4 looks at the role of postsecondary and higher education in basic education and literacy programs. The fifth and final chapter provides an overview of regional and international co-operation for educational development and presents a series of questions for the conference. (CK)

ED 368 641 SO 023 820

SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 88
NOTE- 381p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Civics; *Constitutional History; *Constitutional Law; Junior High Schools; Junior High School Students; Law Related Education; Learning Activities; Social Studies; Teaching Methods; *United States History
IDENTIFIERS- *United States Constitution

This document consists of lesson plans for teaching junior high school students about the U.S. Constitution. Lessons are derived from teaching methods that instructors have found useful and appropriate for the actual condition of the ordinary classroom, and account for the characteristics and needs of the early adolescent. The document includes a preface, a foreword to the teacher, acknowledgments, and a rationale for the lessons. Chapters include: (1) "Fundamental Concepts"; (2) "Roots of the Constitution"; (3) "Writing and Ratifying the Constitution"; (4) "Constitutional Change"; (5) "Federalism"; (6) "Separation of Powers"; (7) "Limited Government"; and (8) "Culminating Activity." Chapter subheadings address basic concepts, such as federalism and checks and balances, and go on to illustrate them with case precedents, other legal problems, and role playing and other learning activities. (SG)

ED 368 661 SO 023 866

Goodwin, Craufurd D., Ed.
International Investment in Human Capital: Overseas Education for Development.
PUB DATE- 93
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Developing Nations; *Economic Development; Educational Economics; Educational Research; Faculty Mobility; Foreign Countries; Global Approach; Higher Education; *Human Capital; *International Education; *International Educational Exchange; Student Mobility
IDENTIFIERS- Namibia; Thailand

This document contains 10 essays based on papers presented at a 1991 conference on the changed role of overseas education in development. The book discusses the impact of the end of the Cold War and a rapidly changing economic environment on the rationale for international student and faculty mobility. The practice in developing nations of obtaining education abroad changed from colonial times, through the postcolonial era, and the Cold War. The first article, "The World in the 1990s" (Francis X. Sutton), deals with the implications for overseas education in light of the events of 1989, the year that saw the disintegration of the socialist bloc and a marked reduction in East-West tensions. The disappearance of the First and Second Worlds as meaningful concepts put into question the notion of a Third World. "Global Trends in Overseas Study" (William K. Cummings) and "Potential Impact of Technology Upon Overseas Education" (Willard D. Shaw) give examples of some of the realities of overseas education today, in particular, the volume of the student flow and the technological context within which that flow occurs. "Meeting Human Resource Needs"

Education; Program Implementation; Research Methodology; *School Role; Student Teachers; *Student Teaching; *Teacher Attitudes; Time Management
IDENTIFIERS- *Professional Development Schools; Puget Sound Professional Development Center WA

This study began with a thorough review of the literature on the professional development school (PDS) and developed a conceptual framework underlying the rhetoric for the PDS movement. It then constructed, by employing a case study approach, the school-based PDS faculty's vision on preservice teacher education in the PDS context and the individual and institutional difficulties in realizing their ideal roles. This study also contrasted the expectations in the literature and voices from the field and explored the discrepancies among them. The practically-oriented vision held by the school-based faculty lacked some of the most important ideas expressed in the theoretical conceptual model. Some suggestions have been made to improve preservice teacher education in the PDS context. The PDS sampled for this case study was a middle school associated with the Puget Sound Professional Development Center in Washington State. Interviews, which supplied some of the data collected for the study, were conducted with seven informants: the principal, the teacher leadership coordinator, the site supervisor, three cooperating teachers, and one non-cooperating teacher. Findings from the study indicate that there were three significant differences between the vision of the PDS found in the literature and that revealed by the voices from the field. In contrast to the literature, the school-based faculty members' visions did not include: (1) the concept of student teacher cohort groups; (2) an awareness that the PDS model is supposed to supply an exemplary setting for student teaching; or (3) the concept of inquiry as part of the PDS mission. The study's findings suggest that successful implementation of the PDS model requires more interaction between school faculty and university faculty to develop a shared vision. (Contains 30 references.) (Author/IAH)

ED 368 678 SP 035 036

Morris, Vivian Gunn; Nunnery, John A.
Teacher Empowerment in a Professional Development School Collaborative: Pilot Assessment. Technical Report 931101.
SPONS. AGENCY- Memphis State Univ., Tennessee. Center for Research in Educational Policy.
PUB DATE- Nov 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College School Cooperation; Collegiality; Elementary Education; Elementary School Teachers; Higher Education; Inservice Teacher Education; Mentors; Pilot Projects; Preservice Teacher Education; School Role; *Self Efficacy; *Teacher Attitudes; *Teacher Role
IDENTIFIERS- Knowledge Base for Teaching; Memphis State University TN; *Professional Development Schools; *Teacher Empowerment

The Memphis State University professional development school (PDS) model was designed to enhance teacher empowerment along certain dimensions of teacher empowerment cited in the literature: mentoring self-efficacy, teaching self-efficacy, professional knowledge, and collegiality. This PDS model contains three components: supervision of practice teachers, school improvement planning, and clinical professor training. A

Materials; School Districts; School Restructuring; *State Standards
IDENTIFIERS- Kansas; *Outcome Based Education; Reform Efforts

Consistent with school restructuring efforts and Kansas state standards of performance, this resource document provides direction and resources to practitioners preparing to move their schools toward an outcomes-based integrated curriculum. Following an introduction, the document presents discussions of: (1) the transition from a traditional to a transformational curriculum; (2) the statewide organizational structure for curriculum development; (3) integrating and aligning outcomes-based assessment, feedback, and instructional strategies; (4) districtwide outcomes-driven curriculum; (5) expectations of Kansas's local districts and schools; (6) outcomes adopted by the Kansas State Board of Education; (7) integrating outcomes within the school curriculum; (8) composition of a mission statement and outcomes teams; (9) the mission statement; and (10) learner exit outcomes, program and course level outcomes, and unit and lesson outcomes. Appendixes provide a glossary and a bibliography. (LL)

ED 368 696 SP 035 122

Boyer, Kathy; And Others
Outcomes Based Staff Development. Reprint.
PUB DATE- Aug 93
NOTE- 12p.; For related documents, see SP 035 121-123.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Agents; *Change Strategies; Educational Change; *Educational Policy; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; *Policy Formation; Position Papers; *Program Development; Program Effectiveness; Secondary School Teachers; State Standards
IDENTIFIERS- Kansas; *Outcome Based Education

This policy paper summarizes the research on change and effective staff development to drive an outcomes-based, results oriented approach to increase student success. The paper provides a discussion of the following ideas necessary for practice: (1) participants must be involved in planning and developing training; (2) training must be relevant, sequentially structured, supported over time, and linked to individual participant competence; (3) individual schools are not the unit of change, but the center of change; (4) expectations of staff need to be clearly articulated and individuals need to be held accountable for learning and changing; (5) staff development must be an integral component of organizational development; (6) school leaders face an equally pressing slate of "new workforce skills"; (7) effective staff development must accommodate the change process; (8) reflect unequivocal and ongoing support from district-level and building-level administrators; and (9) staff development for student improvement means all staff are responsible for the learning needs of all students. The paper includes a chart that displays a continuum of effective outcomes-based staff development practices; a list of necessary actions in Kansas; and two appendixes that provide information on existing outcomes based staff development practices and proposed revision of Quality including data with regard to fields, gender, citizenship status, time-to-degree, and post-graduation plans (status, postdoctoral location and plans, employment sector). A second section on financial support examines primary sources of support and indebtedness. The final section discusses trends among United States citizen minority doctorates including trends in numbers and proportions of doctorates, doctoral fields, gender, parents' education, degree-granting institutions, primary sources of support, indebtedness, time-to-degree, post-graduation plans, and a summary and tables. Data on five groups are reported: Asians, blacks, Hispanics, Native Americans, and whites. Minorities earned 9.4 percent of doctorates in 1990 and in 1975 they earned 6.3 percent. The most significant gains were among Asians, Native Americans, and Hispanics. Blacks experienced a 17 percent decrease in doctoral degrees received between 1975 and 1990. Four appendixes present basic tables, trend tables for 1980 through 1990, technical notes and the survey instrument. (JB)

ED 368 254 HE 027 267

Ries, Paula; Thurgood, Delores
Doctorate Recipients from United States Universities. Summary Report 1991.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 93
NOTE- 140p.; Appendix tables contain small print.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Doctoral Degrees; Employment; *Females; Financial Support; *Graduate Students; Higher Education; National Surveys; *Student Characteristics; Tables (Data); *Trend Analysis
IDENTIFIERS- Time to Degree

This report presents a summary of the 1990-91 results of the national Survey of Earned Doctorates conducted each year since 1958. Organized into three sections, the report first presents an analysis of trends in the numbers of doctorate recipients including data with regard to doctoral fields, gender, citizenship status, race and ethnicity, time-to-degree, and post-graduation plans. A second section on financial supports examines primary sources of support (personal, university, federal or other) and indebtedness (by gender, citizenship status and race). The final section discusses the increasing participation of women in U.S. doctoral education, with attention to trends in numbers and proportions of doctorates, fields of doctorate, degree-granting institutions, sources of support (personal, university, federal, debt), postdoctoral plans, and employment sector. Four appendixes present basic tables, trend tables for 1981 to 1991, technical notes, and the survey instrument. (JB)

ED 368 255 HE 027 270

Moore, Kathryn M.; Amey, Marilyn J.
Making Sense of the Dollars: The Costs and Uses of Faculty Compensation. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 4p.; For the full report, see HE 027 271.

DESCRIPTORS- *Educational Finance; Educational History; *Educational Quality; Educational Trends; Foreign Countries; *Government School Relationship; Graduate Study; *Higher Education; Institutional Autonomy; *Labor Force Development; Relevance (Education); *School Business Relationship; Strategic Planning; Student Financial Aid; Study Abroad; Technological Advancement; Undergraduate Study
IDENTIFIERS- *Singapore

This report provides an overview of Singapore's strategy for human resource development and the country's concerted effort to successfully orchestrate the many separate initiatives between 1960s to 1980s into an effective market-driven, three-tiered higher education system emphasizing technology and modernization. The study highlights the pre-eminent role of the government in the planning, funding, and implementation of strategies to achieve an effective, high quality, and sustainable higher education system. The study then outlines the structure of the system (two universities, four polytechnics, and ongoing job training), its diversified institutional development, the growth in student numbers (a seven-fold increase in 30 years), and the reasons for the large numbers of students studying abroad (between 2,000 and 3,000 annually). The report describes the central features of Singapore's higher education: relevance and quality; emphasis on research and postgraduate studies; the service role of the system; the relationship of the state to the system; and the financing of the system. Finally, the study discusses emerging issues in the future direction of Singapore's higher education system and the lessons other developing countries can learn. The appendix presents a brief history of higher education in Pre-Independence Singapore. (Contains 81 references.) (Author/GLR)

ED 368 272 HE 027 288

Lipson, Alberta; McGavern, Norma
Undergraduate Academic Dishonesty at MIT. Results of a Study of Attitudes and Behavior of Undergraduates, Faculty, and Graduate Teaching Assistants.
PUB DATE- Oct 93
NOTE- 53p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Patterns; *Cheating; College Students; Discipline Problems; Higher Education; *Student Attitudes; Student College Relationship; Student Reaction; Teacher Response; Teacher Student Relationship; *Undergraduate Study
IDENTIFIERS- *Academic Misconduct; *Massachusetts Institute of Technology

This report describes what has been learned from three surveys about undergraduate academic dishonesty at Massachusetts Institute of Technology (MIT). The surveys involved 891 undergraduates, approximately 490 faculty, and 481 graduate teaching assistants. Cheating was examined as a literal reality rather than as an abstract concept. Undergraduates were asked about their own behavior and the behavior of other students and for their assessment of whether particular acts constitute cheating. They were also asked about reasons for cheating and ways that it might be mitigated. In separate surveys, faculty been back for less than a year seemed quite comfortable with their lives in India. Twelve interviewees specifically mentioned that they "think about going back" to the United States. Factors in difficult re-entries related to cultural differences, economic differences, changes in values, and having to make adjustments in many aspects of their lives such as changing family roles and changing from student life to work life. Profiles of five returned students are presented to illustrate their very different re-entry experiences. Issues discussed include returning to mutual dependence in the family, marriage and family, the job search, the work environment, national identity, attitudes, and coping strategies. (Contains 14 reference notes.) (JDD)

ED 368 291   HE 027 308

McNaught, Carmel; Anwyl, John
Awards for Teaching Excellence at Australian Universities. Centre for the Study of Higher Education Research Working Papers 93.1.
PUB DATE- Sep 93
NOTE- 32p.; For related documents, see HE 027 309-318.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Accountability; *Awards; *College Faculty; Colleges; Comparative Analysis; *Educational Quality; Foreign Countries; Higher Education; Instructional Improvement; Public Opinion; Surveys; *Teacher Effectiveness; Teacher Promotion; Universities
IDENTIFIERS- *Australia

In the Australian higher education scene the importance of recognizing effective teaching is gaining increasing prominence. Issues of academic accountability and the increasing scarcity of financial resources for higher education have added pressure to the debate about what constitutes quality in higher education. Central to this debate is the issue of the extrinsic rewards available for teaching competence or teaching excellence. Within the older universities, excellence in research within traditional disciplines has been rewarded by research grants and by promotion procedures much more than excellence in teaching has been. Within the post-1987 universities there are pressures to develop high level research profiles. This study looks at one strategy which has been used in an attempt to redress the research/teaching imbalance and promote quality in higher education, namely that of awards for teaching excellence. An analysis of survey responses from 37 Australian institutions of higher education about how they viewed teaching awards is reported, together with comment on the possible benefits and drawbacks of these awards. Suggestions are made for modifying them in a way which deals with the criticisms of some existing programs. Contains 17 references. (Author/GLR)

ED 368 292   HE 027 309

Powles, Margaret
Postgraduates at the Interface between Higher Education and Industry. Centre for the Study of Higher Education Research Working Papers 93.2.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- Sep 93
NOTE- 44p.; Paper first presented at the Annual Conference of the Consortium of Higher Education Researchers (Stockholm, Sweden,

deficiency, fund performance, actuarial evaluation data, actuarial assumptions in the fund projection, indexing, portability, changes, and reciprocal agreements. (JB)

ED 368 309 HE 027 334

Higher Education in Texas: 1994 Status Report.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Campus Planning; College Programs; Educational Finance; Educational Policy; *Educational Quality; *Enrollment Trends; *Higher Education; Long Range Planning; Research; Research Projects; School Business Relationship; State Aid; State Boards of Education; Statewide Planning
IDENTIFIERS- *Texas

This report on the status of higher education in Texas covers enrollment trends, quality and access, research, campus planning, funding, and Texas Higher Education Coordinating Board activities. The first section looks at enrollment trends and projections to the year 2005 highlighting an expected 250 percent increase in the number now attending the state's largest public university. It identifies strategies to improve transfer of college courses and changes in the Texas Academic Skills Program test for college bound students. The second section examines program quality and access and describes partnerships to address workforce needs, math and science initiatives, medical education efforts, and use of technology in educational services. The third section focuses on access to education particularly dropout prevention and minority recruitment. The following section covers research, state funding for research, and the advent of a new publication featuring commercial applications of university research. The fifth section looks at campus planning, reducing deferred maintenance, assessing campus space needs, and expanding funds for construction. The next section discusses funding and appropriations including facilities funding, special item funding and evaluation of tuition and fees. The final section describes the Texas Coordinating Board's effort to promote quality, access, and efficiency. Many figures illustrate the report. (JB)

ED 368 310 HE 027 335

Brightwell, D. Shelby
Improving College Instruction: A Strategy for Assisting Professors.
PUB DATE- 12 Nov 93
NOTE- 8p.; Paper presented at the Mid-South Educational Research Association Meeting (New Orleans, LA, November 12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Classroom Observation Techniques; *College Faculty; Faculty Development; *Faculty Evaluation; Higher Education; *Instructional Improvement; Personality Traits; Teacher Administrator Relationship; *Teacher Effectiveness; Teacher Student Relationship

This paper proposes a strategy for analyzing and improving a

DESCRIPTORS- Academic Achievement; Check Lists; Computer Uses in Education; Educational Improvement; *Educational Planning; *Educational Technology; Elementary Secondary Education; Models; Program Implementation; Public Schools; Research and Development; Resource Materials; School Districts; State Programs; *Technological Advancement

IDENTIFIERS- *Technology Plans; Texas

This handbook provides guidelines for planning, implementing, and evaluating technology for the purpose of improving student achievement in school districts across Texas. These guidelines are not intended to replace currently successful district practices, but to provide one model of a step-by-step method for planning and implementation. The handbook does not describe what hardware to buy or which software is most effective. Background is provided in a discussion of state and local initiatives that resulted in the handbook. Planning for optimum results is discussed and includes general components of a plan and a review of local board approval. Other planning issues are reviewed, including research and development, maintenance and support, and competitive bidding. A checklist of planning points is given. Appendix A reviews state technology initiatives, and Appendix B lists 4 references and 15 resources for further information. (SLD)

ED 368 329 IR 016 566

Planning for Distance Education and Supporting Policies. A Workplan.

PUB DATE- Jul 93

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Communications Satellites; Computer Networks; Cooperation; Cost Effectiveness; Curriculum Development; *Distance Education; *Educational Planning; Educational Technology; Guides; Higher Education; Information Networks; Professional Development; *Program Development; Research Needs; Resource Materials; *Telecommunications; Telecourses

IDENTIFIERS- Infrastructure; Internet; Washington

This document presents a work plan for developing distance education programs delivered by telecommunications and other media to citizens of the state of Washington. It is intended to provide direction for future postsecondary education programs delivered in whole or in part by telecommunications and for a study on how to accomplish this. The plan focuses to a lesser extent on the technical infrastructure and concentrates on a cooperative planning environment and suggested programs for development. Future institutional directions are discussed for six colleges and universities and the State Board for Community and Technical Colleges. Issues of faculty, curricula, costs, coordination, and evaluation are considered, along with some future considerations for out-of-state providers, educational reform, and use of the international electronic network, the Internet. Questions for review before program implementation and recommendations for future study are presented. Appendixes consider advisory forum membership, infrastructure, satellite arrangements, satellite downlink sites, and requirements for a quality program. (Contains 7 references.) (SLD)

ED 368 330 IR 016 567

program, and assess program effectiveness. Students were also asked to choose 10 competencies that they believed were worth developing. Sixty-seven surveys were returned by master's and doctoral students in the fall of 1992 and 1993. Results indicated that incoming students rate themselves most highly in general management skills, while faculty rate them most highly in oral communication skills. Overall, the faculty rates students lower than the students rate themselves. To the 16 competencies identified in a review of the literature, students most often added the need for competencies in multimedia and computer-based instruction. The faculty members do not have a clear consensus of the top competencies students should acquire. Continued evaluations as the new program matures should define needed competencies more clearly. Three tables present study findings, and the survey instrument is attached. (Contains 6 references.) (SLD)

ED 368 348 IR 016 607

Walter, Gaye R.
Montana Family Reading Program Manual. Based on the Theme "Many Faces, Many Stories."
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- Apr 93
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Libraries; *Cultural Awareness; Cultural Differences; Family Life; *Family Programs; Library Planning; Library Role; *Library Services; Minority Groups; *Multicultural Education; Program Descriptions; Program Guides; *Public Libraries; *Reading Programs; State Libraries
IDENTIFIERS- *Montana

This manual is a guide from the Montana State Library for libraries interested in setting up a family reading program with a multicultural theme. The purpose of a family reading program is to encourage reading and foster an enjoyment of reading among children and families. This manual contains an introduction which gives planning information, background, public service announcements, and sources and resources. Other topics covered include suggestions for displays and bulletin boards; a list of cultural celebrations; program and activity ideas; suggested crafts and games; language activities; and other helpful ideas for bookmarks and log sheets. (JLB)

ED 368 349 IR 016 610

Rockman, Saul; And Others
A Computer for Every Teacher. Evaluation Report.
PUB DATE- Oct 92
NOTE- 76p.; Alternative title is "Productivity, Professionalism, and Empowerment: Given a Computer for Every Teacher."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Attitudes; Computer Software; Educational Technology; Elementary Secondary Education; Instructional Leadership; Microcomputers;

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Libraries; Curriculum Development; Elementary Secondary Education; Folk Culture; Instructional Materials; Learning Activities; Library Planning; *Library Services; Program Evaluation; Program Implementation; Public Libraries; Reading Materials; Reading Material Selection; *Reading Programs; *Recreational Programs; Social Studies; State History; *Summer Programs
IDENTIFIERS- *New York; New York State Library

The summer reading program of the New York State Library is intended to assist youth in increasing their intellectual base by broadening their backgrounds through reading during the summer. The 1992 "New York is Reading Country" theme is intended to add a few more layers to what students already know about the state and to be helpful in social studies curricula on New York. A section on New York trivia provides facts about the state as potential program themes along with a list of noted state citizens. Strategies and tips are given for the summer program in the following areas: (1) promotion and publicity; (2) decoration; (3) structuring the program and sharing the books; (4) media use; (5) games and handouts; (6) folktales; (7) programs to offer; (8) directory of places to visit; (9) shopping list of materials; (10) credits to contributors; (11) a 32-item bibliography of resources used in creating the program; and (12) a program evaluation form. The folklore section contains a 47-item bibliography of folktales and commentaries. (SLD)

ED 368 369 IR 054 936

Feldman, Sari; Park, Janet
Read Around the Clock. 1994 New York State Summer Reading Program.
PUB DATE- 94
NOTE- 296p.; Original art by Pat Cummings.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; *Childrens Libraries; Curriculum Development; Elementary Secondary Education; Instructional Materials; Learning Activities; Library Planning; *Library Services; Program Evaluation; Program Implementation; Public Libraries; Reading Achievement; Reading Materials; Reading Material Selection; *Reading Programs; *Recreational Programs; Resource Materials; Social Studies; *Summer Programs
IDENTIFIERS- New York State Library

The 1994 "Read Around the Clock" manual is a resource guide that can lead from planning to evaluating the summer program. The imaginations of librarians across the state have provided creative ideas tied to history, science, music, and literature, with an abundance of programming ideas. Chapters include: (1) "Warm-Up Time"--planning, promotion, and publicity; (2) "Setting the Clock"--decorations and displays; (3) "Keeping Time"; (4) "Day by Day"--programs and activities; (5) "Play Time"--crafts, games, puzzles, mazes, and shopping; and (6) "Timepieces"--books, other resources, media, and program evaluation. Chapter 6 includes annotated bibliographies of picture books, children's fiction, young adult fiction, nonfiction, folktales, plays, poetry, and song, and

Systems; *Library Management Information System

In the fall of 1993, the Association of Research Libraries (ARL) Office of Management Services conducted a survey to determine the status of automation activities within preservation departments in member libraries. The survey was sent to 68 ARL libraries that have established preservation departments under the management of a preservation administrator. Of the 38 respondents, 76 percent utilize document management systems. The survey instrument and the results are included. The following related documents from several ARL libraries are also included: preservation management information systems and fiscal management statistics from four libraries; production statistics from eight libraries; commercial library binding documents from three libraries; replacement and reformatting documents from eight libraries; condition surveys and needs assessment from four libraries; and an environmental monitoring system from one library. (JLB)

ED 368 390 IR 054 970

Brancolini, Kirstine, Comp.; Provine, Rick E., Comp.
Video Collections and Multimedia in ARL Libraries. SPEC Kit 199.
PUB DATE- Dec 93
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Access to Information; Copyrights; Educational Media; *Film Libraries; Films; Higher Education; Hypermedia; Library Associations; *Library Collection Development; *Library Collections; Library Services; Library Surveys; Multimedia Instruction; Questionnaires; Research Libraries; Videotape Cassettes; *Videotape Recordings
IDENTIFIERS- Association of Research Libraries; Library Policy; *Multimedia Materials

This document reports the preliminary results of a survey conducted in the spring of 1993 to gather information on the status and use of video collections and multimedia in Association of Research Libraries (ARL) libraries. Results from the survey include: 84 percent of the 73 respondents collect videorecordings; the largest collections are on VHS videocassettes; 87 percent of the libraries with a video collection collect feature films; the majority of the respondents buy videocassettes with public performance rights; and of 66 respondents, 4 percent reported that the library was the only unit on campus involved in multimedia while 61 percent reported that the library and other units are involved in multimedia. The following types of sample documents from the libraries that offer video collection and services to their users are included: copyright policies from 5 libraries; collection development policies from 11 libraries; access policies from 10 libraries; and guides to collections and services from 9 libraries. The survey instrument and a list of 4 selected readings are included. (JLB)

ED 368 391 IR 054 974

Bollier, David
The Promise and Perils of Emerging Information Technologies. Forum Report. A Report of the Annual Roundtable on Information

American Association of Community Colleges (74th, Washington, DC, April 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Counseling; *Career Development; Career Education; Career Exploration; Career Guidance; Community Colleges; *Cooperative Programs; *Corporate Education; *Education Work Relationship; Employment Qualifications; *Internship Programs; School Business Relationship; *Summer Programs; Two Year Colleges
IDENTIFIERS- Delgado Community College LA; Tech Prep

The 1993 Tech Prep Summer Internship Program at Delgado Community College (DCC), in New Orleans, was designed to provide work-related corporate experience to participating tech prep students and faculty. The 6-week program consisted of two components: actual employment with an area corporation 4 days a week and a classroom training program in employability skills at DCC. The class met every Wednesday and covered such topics as resume writing; interviewing skills; communications skills; and career assessment, counseling, and exploration. An additional internship program at area businesses for faculty was designed to give teachers a sense of organizational designs and career expectations in related fields. Seventeen students were selected to participate in the summer 1993 program, of whom 11 were placed with corporations, receiving either stipends of $100 or salaries from their corporations at $4.25 per hour. Although businesses expressed an interest in the faculty internship program, no faculty members were placed due to corporate lay-offs and scheduling conflicts. The program had a positive impact on all parties involved, achieving a retention rate of 82% (n=13) for students, and enhanced the image of Tech Prep students within the community. Recommendations include continuing to build partnerships with community employers, obtaining grants to fund internships in companies which are downsizing, inviting parent participation, and exploring the possibility of funding for faculty internships. (KP)

ED 368 410 JC 940 215

Murray, John P.
The Teaching Portfolio: The Department Chairperson's Role in Creating a Climate of Teaching Excellence.
PUB DATE- Feb 94
NOTE- 11p.; Paper presented at the Annual International Conference for Community College Chairs, Deans, and Other Instructional Leaders (3rd, Phoenix, AZ, February 23-26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Community Colleges; *Department Heads; Evaluation Methods; Faculty Promotion; Informal Assessment; Instructional Improvement; *Personnel Evaluation; *Portfolios (Background Materials); *Self Evaluation (Individuals); *Teacher Effectiveness; Teacher Evaluation; Teacher Improvement; Two Year Colleges

use in carrying out HCC's mission; (5) strengthen the college's external relations; and (6) strengthen institutional effectiveness and outcomes assessment to improve the quality of programs and services. The plan includes seven appendixes detailing the program planning process; enrollment by curriculum; fall entrants persisting term to term; high school senior forecasts; population change demographics; detail assessment guide; and a list of the Long-Range Planning Committee members. (KP)

ED 368 427   JC 940 234

Falcone, Lisa, Ed.
The Critical Link: Community Colleges and the Workforce.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Cooperative Programs; Demand Occupations; Educational Quality; Education Work Relationship; Interactive Video; *Job Training; *Labor Force Development; Learner Controlled Instruction; Multimedia Instruction; *Partnerships in Education; *School Community Relationship; Two Year Colleges; Vocational Education

In 1993, the American Association of Community Colleges (AACC) sponsored five activities designed to build the capacity of community colleges to respond to workforce development needs of employers and employees through contract training services. Three of these activities targeted community college-based business/industry liaisons, who provide a critical link between colleges and their local business communities. This publication shares the input of the community college business/industry liaisons from across the country who participated in the workplace development initiatives, and includes selected articles, an excerpt from AACC's policy paper, and new work occupation descriptions. Section I describes the February 1993 Workplace Development Institute and the results of post-institute assessments, while section II contains selected articles by Institute presenters, including: (1) "Introduction to ISO 9000," by Harrison Wadsworth, Dennis Kelly, and Larry Alford; (2) "Collaborative Industry Networks," by David Goetsch; (3) "Education and Industry: Key Elements of the Workplace Training Connection," by Kenneth Mussnug and Jerry Lyons; (4) "The Skills Enhancement Program," by Andrea Hughes; (5) "Marketing Training to the Business Community," by Rand Johnson; (6) "Process Auditing To Enhance the Marketing of Your Community College," by Wes Ellis; (7) "Interactive Multimedia Training," by David Dewhirst; (8) "Proven Strategies for Student and Workforce Success," by Cathy Webb, Marcia Heiman, and Alan Lesure; and (9) "Retraining the Workforce: One College's Approach," by Rebecca Farrow. Section III, "How To Implement a National Workforce Training System," is excerpted from a policy paper developed by the League for Innovation in the Community College and AACC. Section IV looks at 35 new work occupations, defined as emerging jobs in the fields of community service; computer and information systems; engineering, manufacturing, and science; environmental; legal paraprofessional; medical; and tourism and hospitality that command higher skills, pay higher wages, and require workers

DC, April 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; *Community Colleges; Community Cooperation; *Community Coordination; *Community Development; Community Education; Community Programs; *Cooperative Planning; Lifelong Learning; *Partnerships in Education; School Community Relationship; Two Year Colleges; *Urban Planning; Urban Programs; Urban Renewal
IDENTIFIERS- *New York (Bronx)

In 1992, Hostos Community College (HCC), in the Bronx, New York, began participation in the Bronx Center project, a partnership between government, community organizations, and private groups to develop a comprehensive urban plan for a 300-block area of the Bronx. Including civic, corporate, community, and political leaders, the Center was composed of a steering committee, advisory council, and work groups on various areas of urban planning (e.g., education, culture, and recreation; economic development; urban design) meeting regularly to develop plans and recommendations. Participants in the project were guided by the principles that planning must begin from the bottom up, planning must be interdisciplinary and comprehensive, economic and social revitalization of the Bronx Center must bring benefits to the immediate community and city, and one measure of future success will be how it provides learning opportunities for the community. The President of HCC chaired the work group on Education, Culture, and Recreation, which was dedicated to incorporating lifelong learning throughout the Bronx Center. Recommendations developed by this group included the following: (1) develop high schools with specialized educational themes; (2) use schools as community centers for adult education, recreation, and other activities; (3) allow public access to the Police Academy and Court Complex educational and athletic facilities; and (4) establish an Education Consortium to encourage cooperative efforts of diverse Bronx Center groups. (KP)

ED 368 445 JC 940 263

Human Resources Development Program Performance Summary Report, 1992-1993.
PUB DATE- Oct 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Vocational Education; Community Colleges; Employment Patterns; *Employment Programs; *Labor Force Development; *Outcomes of Education; Program Effectiveness; State Programs; Student Characteristics; Two Year Colleges
IDENTIFIERS- *North Carolina

An overview is provided of the Human Resources Development (HRD) program in the North Carolina Community College System, focusing on trend data and program achievements for 1992-93. The first section of the report traces the growth of systemwide HRD activities from 1970, when a pilot program offering basic pre-job training was implemented at Lenoir Community College, to the present. The next section provides an outline of the "core" curriculum of HRD training, which includes an assessment of individual assets and limitations and the development of positive self-concept, interpersonal skills, motivation, and

ED 368 464 PS 022 142

Kalichman, Seth C.
Mandated Reporting of Suspected Child Abuse: Ethics, Law and Policy. First Edition.
PUB DATE- 93
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Abuse; *Child Neglect; Child Welfare; *Compliance (Legal); Confidentiality; Counselor Client Relationship; Emotional Abuse; Ethics; *Legal Responsibility; Parent Child Relationship; *Sexual Abuse; Social Services; State Legislation
IDENTIFIERS- Adult Child Relationship; *Mandated Reporting of Abuse; Physical Abuse

Intended for those working in the human services professions as well as students, clinicians, and researchers, this book provides specific suggestions and guidelines for dealing with the ethical issue of required reporting of known or suspected child abuse. The book provides a comprehensive review of research findings, ethical issues, and current policies, as well as case studies. The chapters of the book are: (1) "Mandatory Child Abuse Reporting Laws: Origins and Evolution"; (2) "Mandated Reporting as an Ethical Dilemma"; (3) "When Professional Hunches Become Reasonable Suspicions: A Report Decision-Making Model"; (4) "Unreported Cases of Suspected Child Abuse"; (5) "Reported Cases of Suspected Child Abuse"; (6) "Reporting Suspected Child Abuse: Suggested Guidelines"; (7) Future Directions for Professional Practice and Training"; (8) "Directions for Further Research"; and (9) "Future Directions for Legislation and Policy in Mandated Child Abuse Reporting." Appendixes include a glossary of child abuse and neglect terminology, a directory of state child protection agencies, and a directory of information resources regarding child maltreatment and child protection. A bibliography of free booklets concerning child abuse and reporting is also appended. (HTH)

ED 368 465 PS 022 157

Wylie, Cathy
The Impact of Salary Bulk Funding on New Zealand Kindergartens: Results of the Second National Survey.
PUB DATE- 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Equity (Finance); *Educational Finance; Educational Policy; *Federal Aid; *Finance Reform; Foreign Countries; Government Role; *Kindergarten; National Surveys; *Parent Attitudes; Parent Role; Preschool Education; Questionnaires; Self Management; *Teacher Attitudes
IDENTIFIERS- *New Zealand

A national survey was conducted in the spring of 1993 as follow-up to a 1992 survey on the impact of bulk funding on New Zealand kindergartens. The policy of bulk funding involves the payment of a flat rate per pupil hour to kindergarten examines the role that talk plays in the adolescent's establishment of identity and how talk promotes intimacy and mutuality in friendship. Gender differences in friendship patterns, opposite-sex friendships, and cross-generational friendships are the focus of chapter 7, and chapter 8 looks at problems in friendships. Chapter 9 discusses dissolving of friendships, particularly dramatic or traumatic break-ups. Chapter 10 offers advice to parents on coping with their teenager's friendships. Contains more than 130 references. (TJQ)

ED 368 486 PS 022 228

Dixon, Dorothy
See How They Grow: The Early Childhood Years.
PUB DATE- 93
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Child Development; *Childhood Needs; Cognitive Development; *Developmental Stages; Emotional Development; *Learning Activities; Physical Development; *Preschool Children; Preschool Education; Social Development
IDENTIFIERS- Developmentally Appropriate Programs; *Learning Environment; Spiritual Development; *Whole Child Approach

This book discusses the developmental characteristics and needs of preschoolers and how to create an environment that fosters growth in all facets of their development. The four chapters examine intellectual development, social-emotional growth, spiritual growth, and physical development. Each chapter explores the particular needs and characteristics of each phase of development and offers suggestions supported by examples of how theories work in practice. Chapter 1 looks at how learning occurs, stages of learning, five tasks of preschool learning, and the learning environment. Chapter 2 examines the components of social-emotional development and stresses the need for: (1) gender identification and sex-role freedom; (2) development of self-esteem; (3) the opportunity to talk about feelings; (4) good conflict resolution; (5) trust, autonomy, and initiative; (6) multicultural experiences; (7) friendship; and (8) moral development. Chapter 3 explores ways of celebrating aspects of life that have deep meaning, noting that children appropriate a sense of values and a healthy spirit from approaching life with wonder; from being close to loving, trustworthy adults; and from celebrating special occasions with enthusiasm and creativity. Chapter 4 discusses three basic approaches to physical development: informal exercise, formal exercise, and wholesome nutrition. The list of 76 suggested resources includes professional materials, children's books, curriculum materials and videos, and records and cassette tapes. (TJQ)

ED 368 487 PS 022 229

Berman, Christine; Fromer, Jacki
Meals without Squeals: Child Care Feeding Guide and Cookbook.
PUB DATE- 91
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

NOTE- 17p.; A videotape of symposium proceedings accompanies this document.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Non-print Media (100),Collected Works - Proceedings (021)
DESCRIPTORS- Conference Proceedings; *Conferences; *Cooperative Planning; *Early Childhood Education; *Educational Cooperation; Educational Improvement; *Leadership Training; Partnerships in Education; Teacher Education; Teacher Workshops
IDENTIFIERS- Collaborative Teaching

The symposium described in this document and videotape focused on a new SouthEastern Regional Vision for Education (SERVE) training program entitled Leadership for Collaboration. The training provided participants with skills in team building, leadership, and collaboration in the provision of early childhood education and services. The training included individual and group activities with worksheets and exercises designed to help teams of stakeholders learn to work together more effectively. The proceedings document describes the SERVE laboratory, offers highlights of the symposium, and an agenda and list of participants. Order forms for SERVE products and services are included. On the videotape of the proceedings that accompanies this document, the six modules of the symposium are described: (1) collaboration for leadership; (2) stages of team development; (3) building the team; (4) action planning; (5) implementation; and (6) building team capacity. The keynote address, given by Lloyd "Vic" Hackley, Chancellor of Fayetteville State University, North Carolina is then presented. A conversation between child care experts on their collaborative experiences concludes the videotape. (HTH)

ED 368 507 PS 022 328

Assessment in Early Childhood Education: Status of the Issue. A SERVE Research Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Criterion Referenced Tests; Early Childhood Education; *Educational Assessment; *Evaluation Criteria; High Risk Students; Informal Assessment; Learning Problems; *School Readiness Tests; Screening Tests; *Standardized Tests; Test Content; *Test Interpretation; *Test Validity
IDENTIFIERS- Gesell School Readiness Test

The primary purpose of testing in early childhood is to identify children who may be at risk for learning problems so they may be placed in appropriate educational environments. Testing is popular because educators take at face value the claim by test developers that using standardized test instruments to classify, retain, or promote children is supported by research, and, in fact, readiness assessments have been predictive of school success. It is argued, however, that standardized testing has been both overused and misinterpreted. The most frequent abuse of developmental screening results is from using tests that have no established reliability and validity, resulting in children who need special services being overlooked, children being mislabeled as at-risk, and misdirected resources. Often, readiness tests are substituted

PUB DATE- 22 Sep 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Costs; *Economic Factors; Elementary Secondary Education; Employment Opportunities; *Immigrants; *Public Education; *Public Policy
IDENTIFIERS- *California; *Public Services

Many factors contribute to the recent emphasis on the costs of immigration. The number of immigrants has increased rapidly over the last decade and the composition of immigrants has changed. There has been a decline in the level of education of immigrants relative to that of the native population, and the mix of country of origin has become more diversified. There has also been an increasing concentration of immigrants in a few states and within those states, in a few large metropolitan areas. In addition to these changes, the economic and social environment of the country as a whole and that of California, in particular, have changed. Employment growth has slowed, costs of health services and schooling have increased, and income and wage disparities have grown. Such domestic problems lead to pressures to limit immigration. Immigration must be managed through frequent adaptations to changing circumstances, both international and domestic. Stopping immigration tomorrow would have only a minor impact on education in the short run because the children who are going to require an increase in California public school capacity and funding by 10 to 15 percent over the next 5 years are already born and residing in the state. Legislators should scrutinize "facts" about immigration carefully because we do not know enough about the effects of the most recent wave of immigrants. (KS)

ED 368 525 RC 019 544

Hill, Richard L.; Carlson, Pam R.
All the Good Choices Are Taken: A Study of Interdistrict Collaboration in North Dakota.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 94
NOTE- 107p.; Maps may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Consortia; Educational Change; *Educational Cooperation; Educational Legislation; Elementary Secondary Education; Parent Attitudes; *Rural Education; Rural Schools; *School District Reorganization; School Districts; Shared Resources and Services; Small Schools; State Legislation; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *North Dakota; *Small School Districts

In 1989, in response to declining enrollments and the smallest average school size in the nation, North Dakota legislation provided incentive payments to consortia of four or more school districts that voluntarily collaborated in program planning and implementation. Participating districts were required to vote on a reorganization proposal after 3 years of collaboration. By 1992-93, 24 consortia had formed, comprising 124 of North Dakota's 280 districts and over half of the state's rural students. This report examines the activities of consortia and the perceptions of state and local administrators, parents, teachers, and students. A review of consortia planning

for Teaching and Learning Mathematics. Elementary Subjects Center Series, No. 87.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; *Classroom Research; *College School Cooperation; *Community Characteristics; *Educational Change; Elementary School Mathematics; Elementary School Students; Elementary School Teachers; Grade 4; Higher Education; Intermediate Grades; Interviews; *Mathematics Education; Observation; Student Role; Teacher Role; Teaching Methods
IDENTIFIERS- *Learning Environment

This report describes a collaborative effort between a research assistant and a fourth-grade teacher to develop a classroom community for teaching and learning mathematics which fosters problem solving, reasoning, intellectual risk taking, appreciation of diversity, trust, and shared ownership. The characteristics are consistent with suggested reforms in mathematics education. The authors draw upon observations, student and teacher interviews, and student, teacher, and researcher journals to describe the changes taking place in the classroom and the relationship of these changes to students' learning about fractions. Classroom community norms developed as the students and teacher participated in mathematical activities, explored new roles, and began to appreciate the diverse contributions of individuals and the group. The classroom community contributed to students' understanding of fractions, as well as their understandings of new ways to participate as learners of mathematics. Contains 24 references. (Author)

ED 368 543 SE 053 559

Boone, William J.
Evaluating a Geology Curriculum for Non-Majors.
PUB DATE- Oct 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (October 15, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; College Science; *Difficulty Level; Earth Science; Educational Research; *Geology; Higher Education; Humanities; *Nonmajors; Preservice Teacher Education; *Science Curriculum; Science Instruction; *Science Interests; Science Teachers; Scientific Concepts; *Student Interests; Surveys
IDENTIFIERS- *Attitudes Toward Science

Two key factors affecting the success of non-major science courses are students' perceptions of topic difficulty and interest. An attitudinal survey administered to 300 college students, after completion of a college science course, evaluated their attitudes toward a geology curriculum. Using a Likert type scale students rated their level of interest and the degree of difficulty for 15 specific class components. Some of the topics investigated were: (1) differences between rocks and minerals; (2) metamorphic rock formation; (3) reading a topographic map; and (4) the role wind plays in erosion. Analysis of the results analyzed by the stochastic Rasch model

Middle School Students; Russia; Spain (Barcelona)

The Global Thinking Project at Georgia State University and the Department of Middle Secondary Education and Instructional Technology sponsored a Symposium on Global Thinking Research, in November, 1993. The following 11 papers were presented at the symposium: (1) "Teaching Students to Think Globally" (Jack Hassard); (2) "Introducing Global Thinking to Students in an Australian Secondary School" (Paul McColl); (3) "The Global Thinking Project in Catalunya (Barcelona)" (Narcis Vives and Anna Pinero); (4) "Global Thinking in an American Middle School" (Sarah Crim); (5) "Preparing to Teach Global Issues" (Roger Cross and Ronald Price); (6) "Introducing Global Thinking in an Elementary School" (Cheryl Garner); (7) "An Investigation of Cooperative Learning and Group Problem Solving Within the Global Thinking Project" (Susan Dunkerly-Kolb, Priscilla Golley, Doug Shook, and Jane Yonts); (8) "Environmental Concerns of Teachers Attending a Global Thinking Teacher Preparation Institute" (Margaret Venable and Julie Weisberg); (9) "Environmental Concerns of Middle Grade Students" (Martha McIlveenne); (10) "Teacher Opinions About the Global Thinking Project" (Wayne Robinson); and (11) "Attitude Survey on Society and Environment" (Simon Vershlovsky). (MDH)

ED 368 563 SE 054 287

Lorson, Mark V.
A Computerized Weather Station for the Apple IIe.
PUB DATE- Aug 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; High Schools; *Meteorology; Science Activities; Science Education; *Science Equipment; Science Projects; Temperature; *Weather; Wind (Meteorology)
IDENTIFIERS- Air Pressure; Apple IIe; Barometers; *BASIC Programing Language; Computer Integrated Instruction; *Weather Forecasting

Predicting weather conditions is a topic of interest for students who want to make plans for outside activities. This paper discusses the development of an inexpensive computer-interfaced classroom weather station using an Apple IIe computer that provides the viewer with up to the minute digital readings of inside and outside temperature, barometric pressure, humidity, precipitation, and daily high and low temperatures. Instructions describe methods for creating a working weather disk that contains the main computer program, calibration files, and several programs used to create and read data files for the weather factors being studied. Diagrams illustrate the configurations for the weather station, the wind vane, the shutter station, and the electrical circuitry of the computerized weather system. A supply list for the commercially made components and the BASIC programs of the system are provided. (MDH)

ED 368 564 SE 054 298

Noori, Kathryn K.
Authentic Assessment in Elementary Science.
PUB DATE- 93

Education; Learning Activities; Secondary Education; Social Studies; *State Government; *Student Participation
IDENTIFIERS- *North Dakota; *North Dakota Close Up

This document is the 1992 guide for student participants in the Close Up program in North Dakota. The program is described as a citizenship learning adventure in which students are provided with opportunities to meet the state's leaders. In this program issues are covered from different sides, seminars provide detailed information, and meetings and discussion groups permit students to share ideas and gain new perspectives. In the program students learn about the political process by focusing on the executive branch of the state government. They get the chance to apply skills such as decision making, debating, and public speaking. This document is divided into five sections. The first is an introduction that includes a profile of the national Close Up program, descriptions of learning activities such as a trip to the nation's capital, and a citizen bee. The overview and goals of the North Dakota program, a map of the ground floor of the state capital, a directory of executive agency offices, and a program evaluation are included. The second section is the student guide. It includes information on planning for the state Close Up experience, student participant guidelines, how to prepare questions, and suggestions for corresponding with government officials. The third section describes the executive branch of the state government in detail. Thirteen specific positions and the office holder at the time are described. Section four describes boards and commissions. Section five consists of miscellaneous information about special interest groups, media issues, election of candidates, and open records and meetings. (DK)

ED 368 584   SO 022 731

Hacia Una Pedagogia de Solucion de Problemas en La Educacion Ambiental. Serie Educacion Ambiental 15 (Pedagogy of Solutions and Problems in Environmental Education. Environmental Education Series 15.
PUB DATE- 91
NOTE- 97p.
LANGUAGE- Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Environmental Education; Higher Education; Learning Activities; *Problem Solving; *Teaching Methods
IDENTIFIERS- UNESCO

This document discusses the teaching of problem solving in environmental education. From an interdisciplinary viewpoint, this study describes some strategies for teaching that can favor the practice of educational activities oriented toward solving the concrete problems of the surrounding environment. The volume is divided into seven chapters. The first, "Grupo de Discusion," describes the use of discussion groups as a means of teaching environmental education. The second chapter, "Interpretacion Ambiental Guida" is about a guided environmental viewpoint. The third chapter "clarificacion de valores" is on the clarification of values. Chapter 4 "Juegos y Simulaciones" deals with the use of games and simulations as a teaching method. "Taller de Demostracion Experimental" is the title of the fifth chapter. It discusses a workshop for experimental demonstration. The sixth chapter, "Proyecto de Accion Operativa," describes the planning of actions in a series of steps. The final chapter, "Investigatcion-Accion" discusses research. (DK)

Learning Activities; *Local History; Museums; Partnerships in Education; *School Community Programs; School Community Relationship; Teaching Methods
IDENTIFIERS- Drayton Hall SC; *Historic Sites; Mystic Seaport Museum CT

This booklet is written for communities and their schools to help them design educational programs and activities that use local historical and cultural resources. This approach to teaching and learning is often referred to as heritage education by preservationists, museum educators, site interpreters, and folklorists. The document addresses the importance of the relationship between a community and its schools in promoting cultural education. In a section on heritage education and the school curriculum, the booklet suggests different ways that teachers can use the historical and cultural resources in their area to teach history, geography, social sciences, civics, the arts, language and literature, science and technology, basic skills, and higher-order thinking skills. Programs from different areas of the country are described including that developed by Drayton Hall, a National Trust historic property near Charleston, South Carolina in conjunction with local school districts. Another program discussed consists of a series of resource packets developed by teachers, scholars, and the Mystic Seaport Museum in Connecticut. The "Adopt a Building" program from the Texas State Historical Association, and programs in Washington, D.C., Kansas City (Missouri), and Salt Lake City (Utah) are described. Information on developing a program includes encouraging a preservation ethic, designing an educational program for the schools, professional development for heritage educators, funding for heritage education programs, and resources for heritage education. (DK)

ED 368 603 SO 023 438

Hackett, Peter; And Others
Chinese Education for the 21st Century Conference Proceedings (Honolulu, Hawaii, November 19-22, 1991).
SPONS. AGENCY- Pacific Cultural Foundation, Taipei (Taiwan).
PUB DATE- 92
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Basic Skills; Church Related Colleges; Communism; Cultural Education; *Curriculum Development; *Educational Change; *Educational Planning; Elementary Secondary Education; *English (Second Language); Ethical Instruction; Foreign Countries; Higher Education; *International Educational Exchange; Literacy; Rural Education
IDENTIFIERS- *China; Dewey (John); Mao Zedong

This document contains the proceedings of a conference on the future of Chinese education. The papers are grouped into four sections: (1) school, culture, and society; (2) teaching and learning; (3) educational reforms; and (4) John Dewey and Chinese education. The conference was designed to provide researchers, practitioners, and policy-makers with a forum to discuss various theoretical and practical issues. The conference focused on four themes: (1) basic and rural education; (2) literacy; (3) cultural education; and (4) learning experiences in formal, informal, and non-formal settings. Potential topics for future investigations are suggested in the 25 articles that are presented in entirety, and in abstracts of 25 other articles. Articles dealing with school, culture, and society include: (1) "International

McWhinnie, Harold J.
The Ideology of Vicktor Lowenfeld: A Review of Research.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Creativity; Curriculum Development;
Educational History; *Educational Philosophy; Elementary
Secondary Education; *Individual Development
IDENTIFIERS- *Lowenfeld (Viktor)

The purpose of this paper was to present and update the evaluation of the ideas of Vicktor Lowenfeld and his place in the history of art education. This task was undertaken in light of developments that have taken place in the decades since his death. Among those developments are: (1) efforts to educate all individuals in the least retrictive environment; (2) concern for educational opportunities in the arts for all, especially the handicapped and elderly; (3) new insights into the nature and functioning of the brain; and (4) the general concern for education for a quality of life and better environment for all. Lowenfeld's views on creativity and the creative potential movement of the 1960s are reflected in such developments. It is a credit to Lowenfeld's accomplishments, as well as to his essential genius, that one after so long can return over and over again to his work for inspiration both philosophical and psychological. (Contains 28 references.) (Author/SG)

ED 368 622 SO 023 742

McWhinnie, Harold J.
Chaos Theory in the Arts and Design.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aesthetic Values; *Art Education; Cognitive
Psychology; Computer Assisted Design; *Computer Science;
Design; *Fine Arts; Higher Education; *Visual Arts
IDENTIFIERS- *Chaos Theory

This paper explores questions associated with chaos theory as it relates to problems in the arts. It reviews the work of several scholars including Minai, Eckersley, Pickover, the Kirsches, and the Molnars. The document directs special attention toward three basic areas in art and design education, which are: (1) the integration of the computer into the practice of the fine arts (as separate from computer assisted design) as a conceptual and a creative tool; (2) the implications of chaos theory for design and aesthetic theory; and (3) the challenge of chaos theory for modern and post modern movements in art and design. The paper concludes with some remarks about the nature of randomness and the relationship of order and chaos in design theory. It concludes with observations about the limitations of present theory of the elements and principles of design. It attempts to apply elements of the three disciplines of cognitive psychology, Gestalt theory, and computer science to educational as well as artistic problems in areas of art and design education. (Contains 18 references.) (Author/SG)

ED 368 623 SO 023 745

Major Project in the Field of Education in Latin America and the Caribbean: Progress, Limitations, Obstacles and Challenges. Working Document.
PUB DATE- Apr 91
NOTE- 33p.; Working paper prepared for the Fourth Session Intergovernmental Regional Committee for the Major Project in the Field of Education in Latin America and the Caribbean (Quito, Ecuador, April 22-25, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Development; Educational Facilities; *Educational Strategies; Educational Trends; Elementary Secondary Education; Foreign Countries; Illiteracy; International Organizations; Postsecondary Education; Preschool Education; *Role of Education; *Systems Development
IDENTIFIERS- *Caribbean; *Latin America; UNESCO

The developmental strategies adopted by Latin American and Caribbean societies need to acknowledge the key role that education plays and address the challenge of changing production patterns on equitable terms. This document is closely related with the final report of the third session of the Intergovernmental Regional Committee for the Major Project in the Field of Education in Latin America and the Caribbean. After an introduction, chapter 1 contains a review of the 1980s and stresses the fact that education systems have succeeded in maintaining their quantitative achievements at a high cost in terms of quality and equity. Chapters 2, 3, and 4 review the educational situation in relation to three main objectives: (1) 8 to 10 years' minimum schooling for all children of school age; (2) eradication of illiteracy and expansion of educational facilities for adults; and (3) improving the quality and efficiency of educational systems. The final chapter looks at the challenge that education systems of the Latin American and Caribbean region will have to meet in their future development and suggests three strategies for educational development. (CK)

ED 368 642 SO 023 821

Music. Standards of Learning Objectives for Virginia Public Schools.
PUB DATE- Sep 83
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Choral Music; Concept Formation; Elementary Secondary Education; Music; *Musical Instruments; *Music Appreciation; *Music Education; Music Teachers; Public Schools; Sequential Approach; Skill Development; *Spiral Curriculum; State Curriculum Guides; *Student Educational Objectives
IDENTIFIERS- Virginia

This Virginia framework for music instruction in kindergarten through 12th grade established objectives designed to develop concepts and skills, to encourage positive attitudes toward music as an art form, and to value music's role in daily life. The objectives are organized by grades and by choral and instrumental music experience. Sequential levels allow thorough understanding of the common elements of music: (1) rhythm; (2) pitch; (3) quality; and (4) structure. The objectives emphasize

(Viswanathan Selvaratnam) discusses the sources of successive waves of enthusiasm for overseas education in developing countries. "Human Resources and Technological Development" (Robert E. Evenson) seeks to identify some of the contributions of overseas education to the welfare of developing countries. Namibia and Thailand are discussed in "Namibia's Education and Training Needs" (Walter R. Johnson) and "Thailand: A Case Study" (Courtney Nelson and others). "Overseas Education and Civil Society" (Jorge G. Castaneda) explores the role of intellectuals as interlocutors between nations. Inter-university linkages and fellowship programs are discussed in "University International Linkages" (Ralph H. Smuckler) and "Evaluation of Overseas Fellowship Programs" (A. M. Weisblat). (DK)

ED 368 662   SO 023 868

Bray, Mark; Atchoarena, David
Educational Planning and Management in Small States and De la viabilite au developpement durable: role et perpectives de la planification de l'education das les petits Etates.
PUB DATE- Mar 90
NOTE- 48p.; Papers presented at the United Nations Educational, Scientific, and Cultural Organization International Congress (Mexico, March 26-30, 1990).
LANGUAGE- English; French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Educational Administration; Educational Finance; *Educational Planning; Foreign Countries; Higher Education; *Politics of Education
IDENTIFIERS- *Development Education; *Small Countries

Part of Round Table IV, this document consists of two articles presented at an international congress in Mexico. Each deals with planning and management of education in small countries. The purpose of the congress was to review the evolution of educational planning and management since a previous conference held in 1968. The participants hoped to identify new approaches and trends in this field. A major change noted was an increase in the number of small states. The emergence of these small states has required new perspectives in development thinking. The papers examine the nature of this ecology, and analyze its implications for educational planning and management. The first paper begins with some matters of definition and scope, before turning to the economic, political, and social context within which educational planning and management must take place. The third section of the first paper analyses constraints and strategies with specific reference to higher education. For this paper, population has been adopted as the main indicator of size. The arbitrary cut off point is 1.5 million people. Table 1 lists 77 states with populations below 1.5 million in the mid 1980s. The context for educational planning is discussed through the economies of small states, economic constraints on small states, land, labor, capital, entrepreneurship, domestic market, and external markets. The economic analysis suggests that many education systems need a strong international focus. The first article includes a 60-item bibliography. The bibliography for the second article contains 33 items. (DK)

ED 368 663   SO 023 869

Bowles, Elinor

modified version of the "Teacher Empowerment Inventory" was administered to 140 of the 190 teachers in 6 elementary schools participating in the PDS program in 1992-1993. Data analysis indicated that teachers in the PDSs felt that the PDS experience enhanced their sense of empowerment by increasing mentoring self-efficacy (degree to which teachers feel able to influence training and entry into the profession of new teachers); teaching self-efficacy (feeling of professionalism, status, and self-esteem as teachers); collegiality (extent of teachers' belief that they work with and influence their peers to improve teaching and learning in their schools); and professional knowledge (teachers' perceptions of their own content knowledge and pedagogial skills). Although teachers perceived themselves to be more empowered along these four dimensions, findings also indicated that these teachers felt that they had very limited power to make changes that might positively affect teaching and learning within their own schools. Included in this paper is an appendix, which contains scale items and reliability estimates. (IAH)

ED 368 679 SP 035 055

Cortese, Peter, Ed.; Middleton, Kathleen, Ed.
The Comprehensive Health Challenge: Promoting Health through Education. Volume One; Volume Two.
PUB DATE- 94
NOTE- 979p.
LANGUAGE- English
EDRS Price- MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Educational Objectives; Elementary Secondary Education; Futures (of Society); Health Education; *Health Promotion; *Life Style; Nutrition Instruction; Partnerships in Education; Physical Fitness; Pregnancy; Prevention; *Program Content; *Program Development; School Community Relationship; School Health Services; *Skill Development; Substance Abuse
IDENTIFIERS- *Comprehensive School Health Education; *Comprehensive School Health Programs

The 32 chapters in this book (presented in two volumes) cover a continuum of issues in comprehensive school health education, including a review of the past and a vision of the future. Volume 1 opens with a foreword by Dr. M. Jocelyn Elders (Surgeon General of the United States) and provides the following chapters: (1) "School Health Education: What Are the Possibilities?" (M. V. Hamburg); (2) "School Health Education Today: Highlights and Milestones" (A. E. Nolte); (3) "An Essential Strategy To Improve the Health and Education of Americans" (L. J. Kolbe); (4) "Planning for a Comprehensive School Health Program" (W. M. Kane); (5) "Instructional Planning for Health Education" (E. E. Ames); (6) "The Importance of a Healthy School Environment" (A. C. Henderson); (7) "School Health Services: Issues and Challenges" (D. D. Allensworth); (8) "Integrating School Counseling and Health Education Programs" (N. S. Perry); (9) "Health Promotion at the School Worksite" (J. C. Berryman); (10) "The Child Nutrition Program as a Partner in Comprehensive School Health" (P. Naworski); (11) "Personal and Social Skill Development Is Basic" (J. V. Fetro); (12) "Preventing Teenage Pregnancy: The Necessity for School and Community Collaboration" (M. L. Vincent, B. F. Geiger, and A. S. Willis); (13) "Tobacco Use Prevention" (N. Matza, R. Loya); (14) "Alcohol and Other Drug Use Prevention Education" (B. E. Pruitt); (15) "Nutrition Issues" (G. C. Frank); (16) "Educating About HIV/AIDS" (K. R.

Performance Accreditation (QPA) outcome #9. (LL)

ED 368 697 SP 035 123

Process Module: Kansas Quality Performance Accreditation (QPA).
PUB DATE- Jan 92
NOTE- 99p.; For related documents, see SP 035 121-122.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Change; *Educational Improvement; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Performance Factors; *Program Design; *Program Implementation; *School Restructuring; State Standards; *Training Methods
IDENTIFIERS- Kansas; *Outcome Based Education; *Quality Performance Accreditation; Reform Efforts

Consistent with educational reform efforts, the Quality Performance Assessment (QPA) Process Module was designed to disseminate information about the QPA Process, and to be a training vehicle so that members of the Kansas State Board of Education Outcomes Education Team and the Kansas education community might have the knowledge base necessary to effectively communicate and plan a school improvement process at state and local levels. The document is divided into the following parts: (1) a discussion of desired module outcomes; (2) background information on outcomes accreditation activities; (3) a QPA orientation and overview including the phase-in cycle (transition stage) proposed timeliness, QPA stages, and operational concerns; and (4) the school improvement process--readiness, needs assessment, mission, setting improvement plan outcomes, plan for improvement, implementation, evaluation, reporting, and monitoring. A bibliography, a QPA glossary of terms, common questions and answers, a directory of the outcomes education team, a directory of QPA advisory council members, a contact address for ordering copies of Process Module transparencies, training tips, and an evaluation form for training sessions are appended. (LL)

ED 368 698 SP 035 125

Kirsner, Steven A.; And Others
Changing Practice: Teaching Mathematics for Understanding. A Professional Development Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 136p.; A product of the Teaching Mathematics for Understanding Video Project.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Change Strategies; Class Activities; Educational Practices; Elementary School Teachers; Elementary Secondary Education; Faculty Development; *Mathematical Concepts; *Mathematics Instruction; Secondary School Teachers; *Student Role; *Teacher Role; Teaching Guides; *Teaching Methods;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Faculty; Compensation (Remuneration); Economic Impact; Employment Practices; Faculty College Relationship; Fringe Benefits; Higher Education; Labor Market; *Personnel Policy; Policy Formation; Salary Wage Differentials; School Holding Power; Teacher Motivation; Teacher Recruitment; Teacher Retirement; *Teacher Salaries
IDENTIFIERS- ERIC Digests

This publication is a brief digest of a longer monograph on compensation policies for higher education faculty and the impact of these policies on the professoriate and the higher education enterprise. An early section describes the monograph's treatment of the current financial turbulence in higher education that has caused many institutions to cut budgets and led to lowered expectations and demands of faculty on their institutions. Monograph analysis of compensation structure covers linking compensation to institutional mission, collective bargaining agreements, retirement issues and early retirement programs and incentives. A description of estimates regarding the academic labor force of the future notes that impending retirements are likely to reduce the numbers of professors at senior levels by as much as 40 percent, that replacements may not be in the pipeline, and that external market issues and internal market issues are important determinants of compensation policy. The monograph looks closely at how compensation is used to motivate, recruit, and retain faculty, how supplementary compensation is used, and other related issues. A summary of the monograph's look at fair compensation covers the importance of equity, federal and state legislation affecting compensation, and salary discrimination issues. A final section describes how the monograph treats developing effective compensation systems. (JB)

ED 368 256   HE 027 271

Moore, Kathryn M.; Amey, Marilyn J.
Making Sense of the Dollars: The Costs and Uses of Faculty Compensation. ASHE-ERIC Higher Education Report No. 5, 1993.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Faculty; Compensation (Remuneration); Economic Impact; Employment Practices; Faculty College Relationship; Fringe Benefits; Higher Education; Labor Market; *Personnel Policy; Policy Formation; Salary Wage Differentials; School Holding Power; Teacher Motivation; Teacher Recruitment; Teacher Retirement; *Teacher Salaries

This monograph takes a detailed look at higher education faculty compensation policies and the role of these policies in improving and preserving the professoriate and the higher education enterprise. A section on compensation structure examines key decision points involved in determining appropriate structures, collective bargaining agreements, and retirement and early retirement issues. A section on factors that affect the structure of compensation looks at the academic labor market, external issues such as the expected drop in and graduate teaching assistants were asked similar questions about their attitudes toward and experiences with undergraduate cheating. Based on the study's results, the report presents observations and conclusions concerning collaboration efforts between undergraduates and faculty; communication between lecturers and recitation instructors; student workload; support for students in difficulty and at critical times; the reuse of exams, problem sets, or other assignments; the publicizing of punishment and keeping records on repeat offenders; and the issue of ethical values. Appendices provide composition sketches of survey respondents and a sample questionnaire. (GLR)

ED 368 273 HE 027 289

Management Reform. GAO's Comments on the National Performance Review's Recommendations. Report to Congressional Requesters.
PUB DATE- Dec 93
NOTE- 284p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - General (140),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Accounting; *Administration; Administrative Policy; *Change Strategies; Cost Effectiveness; *Federal Government; Improvement; *Organizational Change; *Public Agencies
IDENTIFIERS- Congress; *National Performance Review

This report provides comments from the General Accounting Office (GAO) on recommendations contained in the National Performance Review's (NPR) September 7, 1993, report which addressed ways to make the government work better and cost less. Generally, the GAO agrees with most of the NPR's recommendations and believes that successful implementation of those recommendations can make important contributions. The GAO suggests that administration must forge a strong, coordinated partnership with Congress to develop these strategies. Priorities to enhance agencies' management capacities are needed so that they can assume additional authority and responsibility contemplated by the NPR and be held accountable for programmatic outcomes. A key to improved accountability is strengthened financial management, including audited financial statements. Moreover, the fundamental management changes that are needed require the active and sustained attention of the top political and career leadership in the agencies. The report discusses NPR recommendations for each of 27 government agencies and 14 government systems, categorizing the recommendations into: (1) those agreed with; (2) those generally agreed with; (3) recommendations that are disagreed with; and (4) those recommendations that lack sufficient information on which to make value judgments. Major management and programmatic areas of concern that were not addressed in the NPR report are also identified. (GLR)

ED 368 274 HE 027 290

Fecso, Ronald S., Ed.
Quality in Student Financial Aid Programs. A New Approach.
PUB DATE- 93
NOTE- 256p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Change Strategies; Federal Aid; *Federal Programs; Higher Education; *Program Administration; *Program

July 1-3, 1993). For related documents, see HE 027 308-318.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict of Interest; Cooperative Programs; Foreign Countries; Government Role; *Graduate Study; *Higher Education; Program Evaluation; Research; *School Business Relationship; Student Characteristics; Student Development; Surveys
IDENTIFIERS- *Australia

This paper presents results from the first phase of a longitudinal study of the Australian Postgraduate Awards (Industry) Scheme, a recent government initiative under which graduate students receive grants to conduct projects for Masters or PhD degrees, supervised jointly by university and industry partners. The study involved national surveys of each participating group - students, faculty, and company staff - and sought to compare views on a range of issues, some pertaining to the operation of the program and its outcomes, others in reference to perennial issues in graduate education. The paper explores questions at the intersection of both sets of issues, demonstrating benefits of the program to each participating group, in contrast with perceptions of some of the constraints on higher degree research in the context of university-industry collaborations. The study found that the program is highly valued by its participants and that it provides opportunities for students to undertake research of industrial relevance while working towards a higher degree, research that the partners agree would not have been viable otherwise. However, results are not conclusive, and the apparent degree of uncertainty about research careers in Australia among the program participants is discussed in the report's concluding section. Contains 30 references. (Author/GLR)

ED 368 293 HE 027 310

McInnis, Craig
Academic Values under Pressure. Centre for the Study of Higher Education Research Working Papers, 93.3.
PUB DATE- Sep 93
NOTE- 36p.; For related documents, see HE 027 308-318.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Academic Standards; Admission Criteria; *College Admission; College Faculty; Comparative Analysis; *Equal Education; Foreign Countries; Higher Education; *Selective Admission; *Teacher Attitudes
IDENTIFIERS- *Australia

This paper provides an account of individual and collective academic values under the pressure of government policy for social equity in selective admissions at one Australian university. A survey of faculty (N=93) from Law, Social Work, Science, and Architecture identified their goals related to the goals of the university and fairness in selective admissions. At a level of generality, the faculty in the sample could comfortably entertain values of both equity and excellence. They generally shared a preference for academic excellence but not at any price. Seventy-two percent of the sample agreed that the goal of student selection should be directed to maintaining academic values and excellence in courses. Although 54 percent college professor's approach to teaching. The strategy uses volunteer observers and a simple checklist, the Teacher Observation Checklist, of positive teaching behaviors drawn from the literature. Since college professors' sensitivity to examination and evaluation is high, this strategy involves observation and feedback without ratings or comparisons to other professors. The strategy is proactive and is intended to make faculty aware of the fundamentals of effective teaching. The brief checklist covers positive classroom personality traits and classroom behaviors. The strategy assumes sharing the completed checklist immediately following the observation and complete confidentiality. A possible scenario using the method would involve a professor having copies of the Teacher Observation Checklist (TOC) distributed to members of a department and professors then inviting a colleague or a department administrator to visit his class and complete the checklist. The checklist is included. (JB)

ED 368 311 HE 027 336

Facione, Peter A.; And Others
Are College Students Disposed to Think?
PUB DATE- Apr 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; College Freshmen; *College Students; *Critical Thinking; Graduate Students; Higher Education; Private Colleges; State Colleges; *Student Attitudes; Student Characteristics; Thinking Skills
IDENTIFIERS- *California Critical Thinking Disposition Inventory

This study explored the disposition of college students toward critical thinking. The California Critical Thinking Disposition Inventory (CCTDI) was given to 586 freshmen in 1992 at a selective, private, urban, comprehensive university. The CCTDI is comprised of seven scales to assess inquisitiveness, open-mindedness, systematicity, analyticity, truth-seeking, critical thinking, self-confidence, and maturity. Of these students, only 13 percent scored positively on all seven scales while the other 87 percent were disposed against at least one of the seven aspects of critical thinking. The most common profile among the sample was of the student who showed a positive disposition toward all six aspects except truth-seeking. Additional data sets were also obtained, one of 198 freshmen and sophomores at a selective, public, urban comprehensive university in California and a cross-departmental sample of undergraduates and graduates in a school of allied health at an open-admissions, public, rural, comprehensive university. As with the original sample, students were positive toward open-mindedness and inquisitiveness, weak in systematicity, and had a strong disinclination to truth-seeking. A detailed discussion of future research avenues is offered. (Contains 60 references.) (JB)

ED 368 312 HE 027 337

Patti, Michael V.; And Others
The Relationship of College Facilities and Services to Student Retention.
PUB DATE- 9 Nov 93
NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 9-12, 1993).

High Performance Computing and Communications: Toward a National Information Infrastructure.
PUB DATE- 94
NOTE- 190p.; Illustrations and photographs may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Centers; Computer Networks; *Educational Technology; Government Role; Information Networks; Program Evaluation; Research and Development; *Technological Advancement; *Telecommunications; Training
IDENTIFIERS- *High Performance Computing; High Performance Computing Act 1991; *National Information Infrastructure; National Research and Education Network

This report describes the High Performance Computing and Communications (HPCC) initiative of the Federal Coordinating Council for Science, Engineering, and Technology. This program is supportive of and coordinated with the National Information Infrastructure Initiative. Now halfway through its 5-year effort, the HPCC program counts among its achievements more than a dozen high-performance computing centers in operation nationwide. Traffic on federally funded networks and the number of local and regional networks connected to these centers continues to double each year. Teams of researchers have made substantial progress in adapting software for use on high-performance computer systems; and the base of researchers, educators, and students trained in HPCC technologies has grown substantially. The five HPCC program components in operation at present are: (1) scalable computing systems ranging from affordable workstations to large-scale high-performance systems; (2) the National Research and Education Network; (3) the Advanced Software Technology and Algorithms program; (4) the Information Infrastructure Technology and Applications program; and (5) the Basic Research and Human Resources program. Components of each are reviewed. Twenty-five tables present program information, with 72 illustrations. (SLD)

ED 368 331 IR 016 570

Loving, Bill
A Multitude of Risks in Multimedia.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Art; Authors; *Copyrights; *Court Litigation; Creativity; *Educational Media; *Fair Use (Copyrights); Film Production; Intellectual Freedom; *Legal Problems; Libel and Slander; Multimedia Instruction; Musical Composition; *Privacy
IDENTIFIERS- *Multimedia Materials

Multimedia presentations offer educators and other communicators new avenues to reach audiences, but they combine a variety of legal hazards. Producers of multimedia can end up on the receiving end of lawsuits based on the many facets of copyright, privacy, and defamation law, as this guide illustrates. Copyright gives authors, composers, photographers, and others the right to protect creative efforts, and it serves to benefit the general public by encouraging creation of new works. Understanding public performance licensing and the copyrighting of music is essential for the multimedia producer.

*Professional Development; Questionnaires; Teacher Attitudes; Teacher Improvement; Teacher Morale; Technological Advancement

"A Computer for Every Teacher" was a project of the Indiana Department of Education to provide each teacher and administrator in four schools with a computer and printer for personal and professional use. This equipment was accompanied by software and realistic amounts of training. Its focus was to improve teacher productivity and to enhance teacher professionalism with the long-range goal of improving student performance. This evaluation study was conducted two years into the project. In 1992, researchers conducted site visits to interview participants, gather work samples, gather diary forms detailing computer use, and administer a follow-up questionnaire to be compared with a baseline study completed in 1990. Three kinds of outcomes on the schools and on the individuals were found: productivity, professionalism, and empowerment. A list of issues and lessons to be considered for future assessments is included, as well as recommendations for continuing the use of technology in the participating schools and developing similar projects in other schools. Included in the appendices are the two questionnaires and the diary form. (JLB)

ED 368 350 IR 016 611

Rockman, Saul; Sloan, Kay Robinson
A Program That Works: Indiana's Principals' Technology Leadership Training Program.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- Jun 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Cooperative Programs; *Educational Technology; Elementary Secondary Education; Information Technology; Instructional Leadership; *Leadership Training; *Principals; *Professional Development; Professional Training; School Administration; Technological Advancement
IDENTIFIERS- Center for School Improvement and Performance IN; *Indiana; Indiana Principal Leadership Academy

The Principals' Technology Leadership Training Program (PTLT), a collaborative venture of the Center for School Improvement and Performance and the Indiana Principals Leadership Academy, was established by the Indiana Department of Education. Principals are given four days of professional staff development which includes instructional sessions on computers and an introduction to a variety of software programs and computer hardware. This report provides a description of the program; reactions of principals to the program, including why they came, what they gained, and how they have changed; and conclusions and recommendations of the program. The PTLT has provided a focus for issues not necessarily related to technology and has tied principals into a collegial network that enables them to share information, concerns, talents, and success. (JLB)

ED 368 351 IR 016 613

Achieving Educational Excellence by Increasing Access to Knowledge: Discussion Document. Report of the Task Force on Education Network Technology.
SPONS. AGENCY- Department of Education, Washington, DC.

professional resources (41 pages of annotations). Lists of audiovisual resources are also given. (SLD)

ED 368 370 IR 054 937

South Carolina State Library Annual Report 1992-1993.
PUB DATE- 93
NOTE- 69p.; For the 1991-92 report, see ED 354 922. Pages 57-59 in the original are large foldouts of statistical tables; here reduced to 8.5 inch by 11 inch segments.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Budgeting; Financial Support; Library Administration; Library Collections; Library Development; Library Expenditures; Library Materials; Library Networks; *Library Services; Library Statistics; Publications; Publicity; Public Relations; *State Libraries; State Programs; Volunteers
IDENTIFIERS- Library Funding; Library History; *South Carolina State Library

This annual report of the State Library of South Carolina for 1992-1993 summarizes the library's operations, accomplishments, and status for the fiscal year. The following topics are included in the report: (1) the governance/mission statement of the State Library; (2) the history of the library; (3) organization and operations; (4) library services; (5) library collections; (6) library development; (7) the South Carolina Library Network; (8) public information services; (9) volunteer services; and (10) publications of the South Carolina State Library. Included in the appendices are library directories and library statistics. (JLB)

ED 368 371 IR 054 938

Open Forum on Children and Youth Services: Redefining the Federal Role for Libraries (Boston, Massachusetts, May 4-5, 1993).
PUB DATE- May 93
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Children; Childrens Libraries; Elementary Secondary Education; Federal Aid; Federal Government; Financial Support; *Government Role; Information Literacy; Latchkey Children; Learning Resources Centers; *Library Role; *Library Services; *Literacy Education; Public Libraries; School Libraries
IDENTIFIERS- *National Commission Libraries Information Science; National Education Goals 1990; White House Conference Library Info Services

The U.S. National Commission on Libraries and Information Science (NCLIS) conducted an open forum May 4-5, 1993 on the changing role of the federal government in support of library and information services and literacy programs for children and youth. The following topics were addressed: current status of library and information services for elementary and secondary school students; role of school library media centers in achieving the six National Education Goals; future federal roles in support of library media programs and services for children and youth from public libraries; nature of federal support for school library media programs and public library

Technology (2nd, Aspen, Colorado, August 4-8, 1993).
PUB DATE- Aug 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Simulation; Democracy; Futures (of Society); *Information Networks; Information Systems; *Information Technology; Information Theory; Models; Participation; *Technological Advancement; *Telecommunications; Work Environment
IDENTIFIERS- *Information Age

This report summarizes the roundtable on information technology which brought together leaders from business, government, the non-profit sector, and academia to explore the use of complex adaptive systems as a model for determining information technology's role in both the workplace and diverse societal settings. Topics covered in this document are: new perspectives for understanding information technology; information technology in the workplace; information technology and its affects on democratic values and culture; and constructing a vision for information technology. Also included is a paper developed from the roundtable: "Towards Informed Participation: Six Scenarios in Search of Democracy in the Electronic Age" (John Seely Brown, Paul Duguid, and Susan Haviland). A list of conference participants and the Communications and Society Program Statement are appended. (JLB)

ED 368 392 IR 054 975

Jaffe, Lawrence; Tassia, Margaret
A Unique Partnership between Schools and the Community Library: The Biglerville Elementary School Community Library Program. An Evaluative Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.; Pennsylvania State Library, Harrisburg.
PUB DATE- 30 Oct 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Education; Community Information Services; Community Programs; Community Services; Cooperative Programs; Elementary Secondary Education; Evaluation Criteria; Futures (of Society); Library Collections; *Library Cooperation; *Library Extension; *Library Services; *Public Libraries; *School Libraries; *Shared Library Resources; Users (Information)
IDENTIFIERS- Pennsylvania

The Biglerville Community Library Project was a cooperative effort between the Upper Adams School District and the Adams County Public Library (Pennsylvania). Its goal was to create a library service program for the underserved residents of the Biglerville community. The objectives of the program were: (1) to continue to strengthen the on-going program at the Biglerville Elementary School; (2) to enhance the program's ability to provide services to clients not served at the elementary level; (3) to increase the number of residents participating in the use of a library system by providing materials for the target clients; (4) to increase the depth and scope of information resource sharing at the high school and adult levels; (5) to enhance already existing resources with

While the concept of the teaching portfolio is variously defined, portfolios generally provide the opportunity to display teaching abilities and accomplishments, as well as reflect on one's teaching. In using teaching portfolios, the departmental chairperson must create a climate in which faculty understand that putting together a portfolio will not put them in jeopardy and will bear fruit. Creating this climate involves five steps. Chairpersons must surrender some of their control over the evaluation process to allow faculty to create their portfolios; guide the department in appropriately defining good teaching; reassure faculty regarding concerns over potential misuse of the portfolio or time to compile one; create an atmosphere of collegiality; and provide faculty with assistance on such issues as teaching strategies, and learning theory, as well as on how to develop a portfolio. The only essential element of a portfolio is a statement of the teacher's philosophy of education. Other suggested sections include a statement of general goals for courses; a discussion of the connection between teaching strategies and individual beliefs about learning; reflections on how teaching effectiveness may be determined; and documentation of the individual's effectiveness, often including a personal journal. Finally, portfolios may be used for professional development, such as contract renewal, tenure merit pay, and promotion, as well as for self-reflection. Includes 11 references. (ECC)

ED 368 411   JC 940 216

Mott, Maxine C.
The Hunt for Hidden Resources: A Chair's Guide to Finding Campus Support for Faculty and Staff Development.
PUB DATE- Feb 94
NOTE- 8p.; Paper presented at the International Conference for Community College Chairs, Deans, and Other Instructional Leaders (3rd, Phoenix, AZ, February 23-26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; College Planning; Community Colleges; Department Heads; Educational Finance; Educational Resources; *Faculty Development; *Financial Exigency; Financial Needs; Program Development; Resource Allocation; *Staff Development; *Strategic Planning; Two Year Colleges

In times of budget constraints and cutbacks, it is especially important to promote staff and faculty development activities since they may not be viewed as college priorities and employee morale and motivation can suffer during such times. Department chairs must engage in a "treasure hunt" to search for hidden resources to meet professional development needs. Before the hunt can begin, professional development goals for the department need to be identified, based on the department's overall objectives collaboratively determined by faculty and staff. Faculty and staff should then identify individualized professional goals and objectives which reflect the departmental goals. Then, an action plan can be developed, identifying how and where hidden treasures might be unearthed; responsibilities can be assumed by groups or individuals; a timeline should be determined; and a progress report expected. To start the actual search for resources, three directions should be explored. First, chairs should seek out hidden with some postsecondary training. For each occupation, a brief description is provided, along with a list of required skills and training, and a brief look at the labor market. (KP)

ED 368 428 JC 940 237

Guidelines for the Academic Preparation of Mathematics Faculty at Two-Year Colleges.
PUB DATE- 7 Nov 92
NOTE- 11p.; Approved by the AMATYC Delegate Assembly (Indianpolis, IN, November 7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Mathematics; College Role; Community Colleges; *Continuing Education; Full Time Faculty; *Mathematics Teachers; Part Time Faculty; Professional Training; Standards; *Teacher Education; Teacher Education Curriculum; Teacher Effectiveness; *Teacher Qualifications; *Two Year Colleges

Addressed to two-year college professionals responsible for staffing and evaluating mathematics programs and university personnel responsible for programs that prepare college mathematics teachers, this document provides recommendations for training effective community college mathematics faculty adopted by the American Mathematical Association of Two-Year Colleges. Following a statement of purpose and discussion of the factors that motivated the development of the guidelines, recommendations for the formal preparation of mathematics faculty are provided. These guidelines indicate that the minimum requirements of full- and part-time faculty should be at least a master's degree in mathematics or a related field with at least 18 semester hours in graduate-level mathematics; that the standard preparation of full-time instructors should be at least 30 semester hours toward a master's degree, with secondary or collegiate teaching experience; and that mathematics faculty should continue formal advanced coursework towards Doctor of Arts, Doctor of Philosophy, Doctor of Education, or a second master's degree. Next, essential areas of mathematical and pedagogical content are outlined, indicating that course work should include discrete mathematics, computer science, calculus, algebra, and geometry, as well as the psychology of learning mathematics, techniques of mathematics instruction, and mathematics for adult learners and special needs students. Finally, closing sections discuss the role of continuing education in faculty preparation and part-time mathematics faculty. Contains 17 references and a course outline for college mathematics faculty preparation. (ECC)

ED 368 429 JC 940 238

Lange, Joseph E.; Fundis, Ronald J.
Characteristics of Successful Learning Center Students.
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Correlation; *Grades (Scholastic); High Risk Students; *Outcomes of Education;

goal-setting skills; listening and oral communication skills; problem-solving skills; and various employability skills. Next, information is provided on recruitment, enrollment, and HRD students, indicating that since 1975, 94,278 students have enrolled in HRD programs with enrollments currently averaging 5,237 per year. Enrollment data and information on the ethnicity and gender of HRD students are then provided for 1975 to 1992. The next section focuses on placements and student tracking, reporting that: (1) since 1975, more than 31,580 graduates have gained employment after completing the program, with 1,958 HRD students successfully finding employment in 1992-93; (2) in the past 18 years, 20,404 HRD students moved into vocational, technical, or occupational skills training; and (3) HRD programs provided follow-up services to 64,698 graduates between 1975 and 1992, with 6,191 1991-92 graduates receiving follow-up counseling and placement assistance in 1992-93. The next section deals with funding, return on investment, and cost effectiveness of HRD programs. Performance tables and a description of the HRD efficiency index calculation are included. (AC)

ED 368 446   PS 021 650

Nuttall, J. G.
Women, Capitalism and Feminisation: Workers' Experiences in Private and Non-Profit Childcare Centres.
PUB DATE- 92
NOTE- 163p.; Master's Thesis, University of Canterbury, New Zealand.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Child Caregivers; Day Care; *Day Care Centers; Educational History; Employee Attitudes; Employer Employee Relationship; Females; Feminism; Foreign Countries; *Job Satisfaction; Nonprofit Organizations; Preschool Education; Professional Development; Social Influences; *Teacher Motivation; *Work Attitudes
IDENTIFIERS- *New Zealand

Research indicates that staff in non-profit child care centers, compared to those in private centers, tend to receive higher wages, express greater job satisfaction and commitment, and are better trained and more experienced in child care. This study presents results of a survey of 32 staff members in 2 private and 3 non-profit centers in New Zealand. Staff were asked about qualifications, work history, motivations for working in child care, the most and least favorable aspects of their work, and how they saw the future of child care in New Zealand. In addition, four workers were interviewed in depth--three from private centers, one from a non-profit center--about their relationships with their employers and the rewards and difficulties of their work situations. Survey and interview results indicated that, in general, workers in privately owned centers experienced poorer conditions than their colleagues in non-profit centers, and several gave accounts of harassment by their employer, including direct threats and intimidation. These results are considered in light of the historical context for child care in New Zealand, including important social trends such as the feminist resurgence of the 1970s. Significant theories that have affected social attitudes toward women and child care are also described, and their relevance to the trends indicated by the present study is outlined. The study argues that despite significant advances in the unionization and professionalization of child care workers, associations, which then distribute the money to individual kindergartens, which in turn set teacher salaries and work loads. The New Zealand government adopted this policy in 1992, despite the opposition of some kindergarten associations, teachers, and parents. It was believed that the policy would lead to better self-management and educational opportunity in early childhood education. Major findings of the survey of teachers and parent committee chairpersons indicate: (1) there has been a considerable increase in staff and volunteer workloads; (2) there is increased pressure for kindergartens to maintain full student participation at all times, since government funding is based on actual attendance; (3) student roll increases and income from investment have allowed kindergarten associations to increase the number of kindergartens meeting the teacher-pupil ratio of 1:15; and (4) many kindergartens feel more reliant on parents' financial contributions than they felt previously. (Three appendixes provide estimates of kindergarten income from parent donations, survey results on the adequacy of kindergarten financial resources, and copies of the 1993 survey questionnaires.) (MDM)

ED 368 466 PS 022 159

Podmore, Valerie N.
Education and Care: A Review of International Studies of the Outcomes of Early Childhood Experiences.
SPONS. AGENCY- Ministry of Women's Affairs, Wellington (New Zealand).
PUB DATE- 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Age Differences; *Day Care; *Day Care Effects; *Educational Research; Foreign Countries; Literature Reviews; *Outcomes of Education; Parent Participation; *Preschool Education; Program Evaluation; Research Needs
IDENTIFIERS- Australia; Child Care Needs; Great Britain; New Zealand; North America; Scandinavia

This research review examines international studies on early childhood education and care, with particular reference to outcomes or benefits related to the child's age, the length of time in early childhood education and care, program type, and scope and type of parental involvement. Research literature from North America, Scandinavia, Britain, Australia, and New Zealand is included. The review demonstrates that high quality care is centrally important if infants are to benefit from the experience of center-based care during the first year of life. Also noted are age-related findings suggesting that poor quality early childhood care and education may have negative outcomes, whereas high quality care enhances infants' social and cognitive development. Contains 141 references. (MDM)

ED 368 467 PS 022 165

Ebb, Nancy
Child Care Tradeoffs: States Make Painful Choices.
SPONS. AGENCY- American Express Foundation, New York, NY.; Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.; Primerica Foundation, Greenwich, CT.
PUB DATE- Jan 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Child Caregivers; *Children; *Day Care; Early Childhood Education; *Eating Habits; Elementary Education; Food; Foods Instruction; *Nutrition; Nutrition Instruction
IDENTIFIERS- Cook Books; *Food Preparation; Kitchens; *Menu Planning; Recipes (Food); Snacks

Simple, straightforward information on child nutrition and growth is offered in this child care feeding guide and cookbook. The book contains clear, easy-to-read menus and recipes, provides solutions to common feeding problems, and shows ways to offer children positive learning experiences with food. Chapter 1 gives an overview to important issues in child nutrition and the caregiver's role in good nutrition. Chapter 2 discusses the nutritional needs of children at different stages of their development. Chapter 3 explains how to plan menus that incorporate the latest guidelines for healthful eating and how to organize mealtimes that are pleasant for everyone. Chapter 4 provides over 60 easy, economical, and healthful recipes, and chapter 5 offers sample menus using those recipes. Chapter 6 provides tips for cutting food costs, choosing ingredients, using microwave ovens, and keeping the kitchen clean and safe. Chapter 7 includes hints on how to run an earth-friendly kitchen. Four appendixes contain basic information on nutrition; information on special topics, such as food allergies, that surface when working with children; chapter references; and additional sources for information and supplies. (TJQ)

ED 368 488 PS 022 230

Kaul, Venita; And Others
Starting Children Too Early on Number Work: A Mismatch of Developmental and Academic Priorities.
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Comparative Analysis; *Developmental Stages; Foreign Countries; Learning Readiness; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Number Concepts; *Preschool Children; Preschool Education; Process Education; *Program Effectiveness; Socioeconomic Status
IDENTIFIERS- Academic Orientation; Developmentally Appropriate Programs; *India; *Mathematics Readiness

Noting a developmentally inappropriate trend toward earlier instruction in mathematics, a study examined the effects of a systematic, process-based, developmentally appropriate program for the development of number readiness in Indian kindergarten (preschool) children aged 4 and 5. An experimental group of 20 children received the process-based number readiness intervention, while 3 control groups received normal mathematics instruction. Control subjects were: (1) students of similar background at the same school; (2) students of a higher socioeconomic background attending an elite private school; and (3) students of similar background attending a lower quality school. All children were evaluated individually on their number readiness and their number concept knowledge. Results indicated that the experimental group performed better than the control groups on most measures of number readiness and number concept knowledge. (MDM) for screening tests and have been used to predict child performance in subsequent grade levels even though they were not designed for that purpose. The National Association for the Education of Young Children (NAEYC) recommends that the most important consideration in evaluating and using standardized tests is utility. Staff must be trained to recognize what specific tests can and cannot measure, and how they can be used to improve educational services. A path-referenced approach has been suggested to improve assessment because it places the child's performance in a position along a path of development. Also recommended is an assessment system that can be used cooperatively by parents and teachers. An ongoing evaluation process would consist of three measures: criterion-referenced checklists, portfolio collections of child's work, and summative teacher report forms. (HTH)

ED 368 508 PS 022 329

Villarreal, Sylvia Fernandez; And Others
Handle with Care: Helping Children Prenatally Exposed to Drugs and Alcohol.
PUB DATE- 92
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Alcohol Abuse; *Child Development; Child Health; Child Welfare; Crack; Cultural Influences; *Drug Abuse; Early Childhood Education; *Fetal Alcohol Syndrome; Pregnancy; *Prenatal Influences
IDENTIFIERS- *Drug Exposed Children; Family Intervention; *Fetal Drug Exposure

Intended for teachers and caregivers who deal with children exposed prenatally to substance abuse, this book gives a general overview of the problem of prenatal substance exposure, describes some of the common issues for children living in drug and alcohol involved families, and offers some practical suggestions for helping these children and their families. The 10 chapters of the book are: (1) "Prenatal Drug and Alcohol Exposure: What's Really Going On?"; (2) "Understanding Cultural Issues: Helping You Help Children"; (3) "Crack Cocaine: the Worst Drug Ever?"; (4) "Chemical Dependency: A Disease, Not a Crime"; (5) "Helping the Family, Helping the Child"; (6) "Prenatal to Preschool: The Developmental Picture"; (7) "Taking Care of Infants and Toddlers"; (8) "What To Expect from School-Age Children"; (9) "Learning Styles and Teaching Strategies"; and (10) "Policy Planning and a Look to the Future." Profiles of children are included with some of the chapters. Five appendixes contain information about abusable substances and the effects of substance abuse on pregnancy, newborns, and children as they grow; tools for assessment; and additional resources. Contains 30 references and a glossary of terms. (TJQ)

ED 368 509 PS 022 331

Katz, Lilian G.
The Project Approach. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.

proposals and final reports provides details on enrollments and compares plans for and actual execution of curriculum and service enhancements, facilitating initiatives, and interim activities. A survey of 70 school board members and administrators in consortia and 70 not in consortia examined attitudes about the legislation, collaboration, incentive funding, reorganization, and alternative policy choices. Interviews with state and consortium administrators revealed their perceptions about the overall process of educational change in the state. A detailed case study of the Greater Nelson County consortium (seven northeastern districts) employed focus-group interviews with high school students, parents, and teachers. An afterword by Paul Nachtigal reflects on the "rules of the game," in which good choices belong only to large places (the industrial model of education), and suggests rules for a different game supporting a more organic, sustainable model for rural education. Contains 66 references and the text of the state legislation. (SV)

ED 368 526 RC 019 545

Hansen, William E.
The Success Connection. Final Report.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 15 Oct 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; *At Risk Persons; Cooperative Programs; *Educational Attainment; *Employment Level; Higher Education; Hispanic Americans; *Individual Development; Migrant Youth; Parent Participation; Postsecondary Education; Program Evaluation; Self Esteem; Welfare Services; *Youth Programs
IDENTIFIERS- *Self Sufficiency; *Yakima Valley

Success Connection was an 18-month program aimed at promoting self-sufficiency among high-risk youth ages 16-22 in Yakima Valley, Washington. Self-sufficiency was defined as being employed, having improved educational goals, and not requiring public assistance. The program was a collaborative effort among the Yakima Valley Opportunities Industrialization Center, Central Washington University, and the Student Leadership Conference of the Washington State Migrant Education program. The treatment group consisted of 58 Hispanic, 15 Native American, and 34 Anglo youth who demonstrated at least two of the following characteristics: a high school dropout, unemployed, and not enrolled in job training; employed, but earning below minimum wage; ward of the courts; qualified for or on public assistance; and referred to as at risk. The control group included 120 youth with similar characteristics. The program included support groups focusing on goal setting and team building; three 1-day leadership retreats concentrating on self-esteem, goal setting, values clarification, and problem solving; a 2-week on-campus college experience to help motivate students to continue their education; and a goal setting experience for the parents of participants. Within the project funding period, the treatment group demonstrated significant changes in educational attainment, career aspirations, and employment (as measured by wage rate and upgrading). Only 1 participant sought public assistance, compared to 11 in the control group. Additionally, the treatment group demonstrated a 94 percent high school graduation rate compared to 78 percent for the control group, revealed that although some correlation exists between "difficulty" and "least interesting" topic, there were some topics viewed as both difficult and interesting. Three implications for earth science courses were provided: (1) incorporate the techniques (pictures, real life experiences) which interest students in topics that they are less interested in; (2) develop new methods to teach students to use topographic maps; and (3) present sedimentary rock formation after igneous and metamorphic processes. The development of geology curricula from an approach that considers students' interest and the science topics' level of difficulty can aid educators in making necessary revisions in geology courses. (ZWH)

ED 368 544 SE 053 890

Building the System: Making Science Education Work. Putting the Pieces Together. Proceedings of the Annual Conference (2nd, Washington, D.C., February 24-26, 1994).
PUB DATE- Feb 94
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Higher Education; Mathematics Education; Rural Education; Science Curriculum; *Science Education; Science Teachers; Teacher Education; Technology Education
IDENTIFIERS- National Science Foundation; Ohio; *Systemic Change

Systemic reform, by definition, requires a concerted effort on the part of many toward change. In an effort to continue to promote systemic reform in science and mathematics education, a 3-day conference provided the forum necessary for many to share their insights and concerns on the issues. A brief discussion of four components of the conference is provided: (1) issue sessions which discussed a variety of topics ranging in scope from the new role of technicians in our society to changes in the classroom; (2) theme sessions that considered the media, technology, undergraduate education and systemic reform, and measuring progress in the systemic effort; (3) 21 workshops; and (4) exhibits. Also included in this report are 6 briefing papers entitled: (1) "Indicators of Mathematics and Science Education" (Larry E. Suter); (2) "NSF's Programmatic Reform: The Catalyst for Systemic Change" (Joseph Danek, Roosevelt Calbert, and Daryl Chubin); (3) "Ohio's Statewide Systemic Initiatives: Lessons from the Trenches" (Jane Butler Kahle); (4) "Discovery about Systemic Change" (Ted Sanders); (5) "Issues in Rural Education and the Rural Systemic Initiative" (Wimberly Royster); and (6) "NSF Workshop Report: Learning and Technology in the Future" (Nora Sabelli and Lida K. Barrett). (ZWH)

ED 368 545 SE 053 892

Leach, John; And Others
Progression in Learning about "The Nature of Science": Issues of Conceptualisation and Methodology.
PUB DATE- Sep 93
NOTE- 26p.; Paper presented at the Annual Meeting of the British Educational Research Association (Liverpool, England, United

NOTE- 14p.; Some pages from students' completed assignments may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Elementary School Science; Portfolios (Background Materials); *Science Education; *Student Evaluation
IDENTIFIERS- *Authentic Assessment; *Performance Based Evaluation

For years, tests have been designed to reflect the positivistic-quantitative paradigm and have been developed to ensure that children are learning the "basics." Today, a new method is emerging that utilizes assessment as an instructional tool rather than a measurement tool. Through the use of this new authentic assessment, students are allowed to demonstrate their knowledge in a variety of ways. Included in this document are summaries of various assessment strategies used to review students' understandings of science concepts in the elementary school. Excerpts from students' completed assignments are provided to aid in illustrating the use of the various assessment tools being used today. (ZWH)

ED 368 565 SE 054 303

Boyd, Laslo; Sachwald, Judith
Look of the Future: Report of the Governor's Committee on High School Science Laboratories for the 21st Century.
PUB DATE- Aug 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - General (140)
DESCRIPTORS- Educational Change; High Schools; Instructional Improvement; Science Education; *Science Laboratories; *Secondary School Science
IDENTIFIERS- Maryland

This document includes the strategies being used by the state of Maryland to reach five goals and six essential outcomes regarding science education for their students. Also included is a discussion of seven recommendations made by committee members and reviewers of this effort to improve the quality and use of science laboratories in Maryland. The recommendations are: (1) Science education must be a high priority; (2) there should be a strong focus on the laboratory experience; (3) the "Maryland School Science Facilities Guidelines" should be updated; (4) advanced and specialized laboratory facilities and equipment need to be provided; (5) science teachers need continuing education; (6) partnerships among high schools, universities, private industry, and government should be encouraged; and (7) state financial support should be tied to science outcomes. Appendixes include a letter from the governor and a list of reviewers. (ZWH)

ED 368 566 SE 054 308

McConney, Amanda W.; And Others
The Effects of an Interdisciplinary Curriculum Unit on the Environmental Decision-Making of Secondary School Students.
PUB DATE- Mar 94
NOTE- 25p.; Paper presented at the Annual Meeting of the National

ED 368 585 SO 022 745

Miron, Gary, Ed.; Sorensen, Karen, Ed.
Strengthening Educational Research in Developing Countries. Report of a Seminar Held at the Royal Academy of Sciences (Stockholm, Sweden, September 12-14, 1991).
PUB DATE- 91
NOTE- 218p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Developing Nations; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Networks; *Research Problems
IDENTIFIERS- Africa; Caribbean; China; Latin America; UNESCO

This document results from a seminar held to initiate a dialogue on the ways and means of strengthening research capacity in developing countries. The seminar participants hoped to take stock of the economic and social changes that nations around the world have witnessed in this decade. These changes have engendered shifts in educational research priorities, in the ability of individuals and institutions to undertake educational research, and in the role that educational research is assigned by the state. Divided into two sections, the first section documents the proceedings of the seminar, including a summary of the discussions that followed the formal presentations, and the recommendations for further action on educational research issues. The second section of the book contains several of the papers submitted to the seminar. This sections provides an up-to-date, comprehensive picture of educational research in developing countries. The individual research papers include one on general background of educational research in developing countries. Two papers on Africa are included, "Educational Research Priorities in Sub-Saharan Africa" (Katherine Namuddu) and "Educational Research Networking: The ERNESA Experience" (Changu Mannathoko). Three papers deal with Asia, "Educational Research in Southeast Asia" (Arfah Aziz); "Educational Research in China: An Overview of the Current Situation" (Zhou Nanzhao); and "Challenging the North-South Paradigm: Educational Research in East Asia" (Cheng Kai-ming). The last part contains two papers, "Educational Research in Latin America: Notes on Trends, Challenges, and Needs" (Jacques Velloso) and "Educational Research in the Caribbean" (Faith Wiltshire; Lucy Steward). The volume includes two appendices: (1) the seminar agenda and (2) the list of participants and representatives. (DK)

ED 368 586 SO 022 746

Ames, Helen Wattley
Spain Is Different.
PUB DATE- 92
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Cross Cultural Studies; *Cross Cultural Training; *Cultural Differences; Foreign Countries; Geography; International Educational Exchange; Mass Instruction; *Spanish

Exchange: Some Reflections on China and the West" (Ruth Hayhoe); (2) "China's Academic Relations with Canada: Past, Present, and Future" (Martin Singer); (3) "The Educational Role of Chinese Almanacs: Past, Present, and Future" (Richard J. Smith); (4) "Adopt a China Rural School/Community Library" (Dun-zhi Liu; Lungching Chiao); (5) "Reading Ability and Disability among Chinese Beginning Readers: Implications for Educators" (Ji-Mei Chang; Ovid J. L. Tzeng); and (6) "Technological Literacy for Chinese Youth" (James J. Kirkwood). The section on teaching and learning has 10 articles on subjects such as English language education and moral education. The section on reform contains seven articles. The section on John Dewey contains two articles. Appendices include working group reports, the remaining abstracts, and a conference program. (DK)

ED 368 604 SO 023 439

Babin, Angela; McCann, Michael
Waste Management and Disposal for Artists and Schools.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.; National Endowment for the Arts, Washington, D.C.; New York City Dept. of Cultural Affairs, NY.; New York State Council on the Arts, New York.; New York State Dept. of Labor, Albany.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Artists; *Art Materials; Elementary Secondary Education; Government Role; *Hazardous Materials; Higher Education; Pollution; *Waste Disposal; *Wastes; Water Resources
IDENTIFIERS- *Environmental Protection Agency

Artists, art teachers, and students need to understand the problems associated with disposing of waste materials, some of which may be hazardous. The waste products of art projects, even if non-hazardous, also use up space in overloaded landfills. The Environmental Protection Agency (EPA) sets forth guidelines for disposing of hazardous wastes. Hazardous waste disposal comes under the Resource Conservation and Recovery Act (RCRA), while industrial wastewater discharges fall under the Clean Water Act (CWA). The EPA divides hazardous waste producers into large quantity, small quantity, and conditionally exempt small quantity generators of hazardous waste, each category of which must follow a particular set of regulations. Most artists and art educators produce too little liquid waste to require compliance with the CWA. However, certain art related industries, such as porcelain enameling and photographic processing, must comply with certain EPA standards. There are many types of solid waste. Among these are toxic waste, acutely hazardous waste, flammable waste, corrosive waste, reactive waste, and leachable toxic waste. Waste management methods, in order of preference, include: (1) elimination or reduction at the source; (2) separation or concentration; (3) exchange; (4) energy or material recovery; (5) incineration or treatment; and (6) secure land disposal. (SG)

ED 368 605 SO 023 443

Life in the Past Lane: An Arts/Social Studies Infusion Project.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 92

McWhinnie, Harold J.
A Review of Research on the Golden Section Hypothesis in Art and Design.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Aesthetic Education; *Art Education; Art Expression; Decision Making; Design Preferences; Higher Education; Psychological Studies; Symmetry; *Visual Arts
IDENTIFIERS- Chaos Theory; Golden Section Hypothesis

The Golden Section as a concept and a term has had a long history in the arts as well as the sciences. It is one of those concepts that has undergone much recent research, which is presented as part of this review. The research is considered in relation to the design fields and to the creation of visual forms rather than aesthetic preference studies. This review of the Golden Section is limited to psychological rather than philosophical studies. A basic assumption in this and other studies is that the study of aesthetic preference has a prior relationship to decision making in design, art, and art education. The material is reviewed in terms of the current interest in symmetry theory in both the arts and sciences. The evolution of chaos theory and the new science of chaos makes the studies that this paper reviews all the more relevant. (Author/SG)

ED 368 624 SO 023 748

Barry, Nancy H.
Learning-Centered Psychological Principles: Social Factors in Learning.
PUB DATE- 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Cultural Pluralism; Elementary Secondary Education; *Equal Education; Higher Education; *Individual Differences; *Multicultural Education; *Research Needs; Sex Differences; Social Influences; *Teacher Student Relationship

U.S. society is diverse, consisting of individuals who may differ in culture, socioeconomic status, ethnicity, religion, language, gender, exceptionality, and age. Optimum learning for all students can occur only in an environment that supports and encourages such diversity. Multicultural education addresses the challenges of recognizing diversity and providing equal opportunity in the schools. Socioeconomic status influences the way learners feel about themselves, the way teachers and peers perceive them, and the ways they interact with their families and society. Ethnicity is an individual's identification with his or her nation or people of origin. Religion is an important influence in the lives of many people, and powerful religious groups can influence everything from national policy to curriculum and textbook content. Language is another important influence on life, as humans communicate through language, and language shapes thought. Gender is another important factor in all human interaction, including classroom interaction. The presence of individuals with exceptionalities, both the gifted growth in the musical skills that relate to the various roles of musician as performer, creator, interpreter, and critic. The standards of the learning program deal with results of instruction at each grade level rather than methods of instruction. Musical skills or concepts flow from an introduction in one grade, to development in the next grade, to measurable attainment in the following grade, and to a restatement of the skill or concept at higher levels where assessment can be devised. A study of objectives by the teacher should focus on common strands in the levels and address the issues of continuity and order of instructional priorities. (CK)

ED 368 643   SO 023 822

Allen, Rodney F.
A Dispute Mediation Program: Report on the Cobble Middle School Student-Conducted Program in Tallahassee, Florida, 1993.
PUB DATE- 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Arbitration; *Conflict Resolution; Counseling Objectives; *Counseling Services; Counseling Techniques; Counselor Training; Intermediate Grades; Junior High Schools; Middle Schools; *Peer Counseling; Peer Influence; Peer Relationship; *Prevention
IDENTIFIERS- Leon County School District FL

This conflict mediation program resolves disputes non-violently using teams of two student mediators and a set of formal procedures. These methods improve communication, define issues, and develop alternative paths to resolution. The goals of the program are the prevention of violence, the improvement of human relations, and the building of more peaceful, cooperative communities. The selection of student mediators consists of applications and interviews with a criteria to insure a balance across grades and school demographics. The process for training the student mediators begins with an initial orientation followed by 12 hours of specific training focusing on getting disputants to talk peacefully. The student mediators master and use a six step conflict resolution process: (1) initiation; (2) telling tales; (3) identifying the problem; (4) imagining alternative solutions; (5) narrowing the possible solutions list; and (6) reaching a settlement. The program consists of weekly meetings and a time period for assigned cases 4 days a week. Four issues concerning student mediation arose from the program. Teacher and administrator testimony supports the positive impact of the program upon student mediators and the school community. (CK)

ED 368 644   SO 023 823

Dasen, P.; And Others
The Challenges to Education Systems from the Contemporary Cultural Dynamic.
PUB DATE- Aug 92
NOTE- 12p.; Paper presented at UNESCO's International Conference on Education (43rd, Geneva, Switzerland, 14-19 September 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Cultural Centers of Color: Report on a National Survey.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 92
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; *Art Education; Arts Centers; Asian Americans; Blacks; Community Role; Community Study; *Cultural Centers; *Cultural Enrichment; Cultural Influences; Cultural Pluralism; Elementary Secondary Education; Higher Education; Hispanic Americans; *Minority Group Influences; *Minority Groups; Surveys

This document is a report on the achievements, work, and needs of African American, Asian American, Latino American, Native American and multiethnic arts organizations throughout the United States. The data analyzed in this report were developed through a 1990 survey report that provided statistical data and information about the programs, goals, aspirations, and problems of a wide variety of culturally diverse arts organizations. Within the broader field of more than 1,700 organizations that characterized themselves as serving culturally diverse communities were some 543 that identified themselves as having more than 50 percent of their staffs, boards, artists, or audiences composed of members of the community they serve. This document is an illustrated analysis of the data focusing on these 543 arts organizations, supplemented by information gathered through extensive field interviews. The purpose of this report was to inform the field itself, as well as policymakers and funders about the nature, activities, and problems of these organizations. The document discusses the historical background in which growing awareness of the nation's cultural diversity has been influenced by four factors: (1) continuing cultural cross-fertilization; (2) efforts to validate indigenous U.S. art; (3) private and public sector initiatives to make a range of quality arts available to communities that have had little access to major cultural institutions; and (4) efforts to validate the artistic contributions of diverse U.S. ethnic communities. Discussion includes general characteristics and artistic discipline, ethnic communities, regional variations, critical issues, and profiles of 13 centers. A directory of the responding organizations is arranged by state. (DK)

ED 368 664 SO 023 871

Huck, Gary; Gilmore, Peter
Women Workers' History.
PUB DATE- 93
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Elementary Secondary Education; *Employed Women; History Instruction; Labor Demands; *Quality of Working Life; Sex Discrimination; *Social History; *Strikes; *Unions; Womens Studies
IDENTIFIERS- Flynn (Elizabeth Gurley); Kelley (Florence); O Sullivan (Mary Kenney); Perkins (Frances)

This document consists of one page chapters each documenting women's roles in changing the conditions for U.S. workers during and after the industrial revolution. Each chapter is a series of period style drawings with captions detailing the story of that particular incident and cartoon balloons offering

Miner); (17) "Injury Prevention" (D. A. Sleet); (18) "Physical Fitness: A Vital Component for Total Health and High-Level Wellness" (R. L. Papenfuss). In the second volume the chapters are: (19) "The Science Base for Comprehensive Health Education" (R. S. Gold); (20) "Program Evaluation Versus Research: More Differences Than Similarities" (D. C. Iverson); (21) "School Restructuring: How Is the Health Program Affected?" (E. H. Jones and others); (22) "Categorical Funding in a Comprehensive World" (K. M. Wilbur); (23) "Promoting Multicultural Sensitivity among Educators" (W. P. Buckner, Jr.); (24) "Involving Families in School Health Education: An Essential Partnership" (D. A. Birch); (25) "Peer Education: Students Helping Students" (B. J. Berkin); (26) "Dealing with Controversy in the School Health Program" (M. M. Van Patten); (27) "Preservice Education: Providing Health Knowledge for All Teachers" (J. W. Varnes); (28) "Why Is Inservice Training Essential?" (A. Burks); (29) "Professional Preparation" (J. C. Drolet); (30) "Credentialing: Assuring Quality in School Health Education (A. Tabu); (31) "Voluntary Health Organizations: The Untapped Resource" (J. R. Seffrin); and (32) "Community/School Partnerships: A Vision for the Future. (D. K. Siri). Appendixes include the National Education Goals, reports, and recommendations. (LL)

ED 368 680   SP 035 085

Ceaser, Lisbeth
Revision, Validation, and Evaluation of the Undergraduate Teacher Field Work Experience in Reading at California Polytechnic State University, San Luis Obispo.
PUB DATE- Dec 92
NOTE- 67p.; Ed.D. Applied Research Project, Nova University; Appendix E, ED401 Field Experience Program, is not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education; *Competency Based Teacher Education; Educational Cooperation; Elementary Secondary Education; Field Experience Programs; Graduate Study; Higher Education; *Instructional Development; Lesson Plans; *Limited English Speaking; *Preservice Teacher Education; *Reading Instruction; Second Language Instruction; Student Teaching; Teaching Methods; Theory Practice Relationship; Undergraduate Study
IDENTIFIERS- California Polytechnic State University

Education majors at California Polytechnic State University in San Luis Obispo are primarily English speaking only and need guidance in strategies for adapting instruction for a variety of levels of second language acquisition students. This project addressed the problem of a lack of sufficient preparation of undergraduate students to participate in reading field experiences in classrooms with a significant population of limited-English-proficient students. Graduate students (n=14) in a reading specialist course created prototypical bilingual lessons in reading and modeled them for undergraduate teaching candidates (n=30). One implication of the project is that graduate and undergraduate course requirements may be met through collaborative activities that merge educational theory with instructional practice. As the graduate students demonstrated competence to implement research-based reading strategies in bilingual classrooms, the undergraduate students received practical direction for field experience activities. Appendices contain course outlines and evaluation forms.

Videotape Cassettes
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; Reform Efforts

The materials provided in this package include a 24-minute video and a professional development guide. The video portrays several different approaches to teaching mathematics in ways that are consistent with the National Council of Teachers of Mathematics (NCTM) Standards. The methods employed differ from conventional mathematics teaching in respect to the student's role, the mathematics content, and the teacher's role. The guide is organized into the following sections: (1) Introduction to the Video (the aims and rationale of the video); (2) Using the Video and Professional Development Guide; (3) Orienting Questions for Viewing the Video; (4) Analyzing Classroom Segments on the Video (raises questions and issues in light of NCTM Standards); (5) Annotated Bibliography; (6) Craft Papers (for further study); and (7) List of Publications from the National Center for Research on Teacher Learning (NCRTL). The craft papers in section 6 are: (1) "Changing Minds" (Educational Extension Service/Michigan Partnership); (2) "Could You Say More about That? A Conversation about the Development of a Group's Investigation of Mathematics Teaching" (H. L. Featherstone, and others; and (3) "Assessing Assessment: Investigating a Mathematics Performance Assessment" (Michael Lehman). (LL)

ED 368 699 SP 035 126

Lawrence, Chris L.
Preservice Teachers' Development of Pedagogical Understandings and Epistemological Frameworks.
PUB DATE- Apr 92
NOTE- 52p.; Paper presented at the Annual Meeting of the Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Conceptual Tempo; Educational Psychology; Elementary Secondary Education; *Epistemology; Higher Education; Individual Development; *Instruction; *Knowledge Level; Metacognition; *Preservice Teacher Education
IDENTIFIERS- Preservice Teachers; Reflective Thinking

This study assessed 72 undergraduate preservice teachers' development of broad pedagogical understandings in relation to an informal reasoning framework and instructional processes. Subjects completed a set of 11 open-ended planning tasks, self/course evaluations, and a measure of learning orientation for a course in educational psychology. The tasks facilitated the application of both broad and specific pedagogical concepts, previous knowledge and beliefs about classrooms, subject matter knowledge, and knowledge about classroom planning. A general theoretical framework which delineates a model of informal reasoning, assessment of levels of understandings based on quality, and instructional processes which encourage the development of preservice teachers' pedagogical understandings is presented. The framework is viewed in light of the more global considerations of teacher socialization processes and teachers' personal growth. Results indicated that those individuals who do not adopt a reflective stance on learning may have difficulty in furthering their conceptions and understandings of how their students will learn numbers of senior faculty due to retirement and the possible lack of replacements, and internal issues such as the role of faculty as independent professionals. A central section looks at how institutions can use compensation to motivate faculty, reward productivity, foster teaching and research, recognize rank and seniority, facilitate productivity throughout a career, and recruit and retain faculty. This section also treats the prevalence and uses of supplemental compensation. A section on equity looks at how hiring pressures have increased with demand for more sophisticated policies and procedures to deal with gender, race and age factors. This section treats legal and regulatory development and various approaches to meeting these requirements. A final section on building an effective compensation system argues that policy must address internal consistency, external competition, individual contributions, and system administration. Includes an index. (Contains over 200 references.) (JB)

ED 368 257 HE 027 273

Abar, Edwin J., Jr.
The Foreign Student Intern: Legal and Cultural Aspects.
PUB DATE- Nov 93
NOTE- 12p.; Paper presented at the Annual Convention of the Speech Communications Association (Miami, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compliance (Legal); *Cultural Differences; Eligibility; Employees; Federal Legislation; Federal Regulation; Foreign Culture; *Foreign Students; Higher Education; *Internship Programs; Legal Responsibility

This conference presentation deals with legal and cultural concerns of having foreign students serve as interns at U.S. colleges and universities. The first issue discussed is whether the intern is to be paid, which requires compliance with many federal laws and regulations. Form I-9, the Employment Eligibility Verification Form, must be completed. Students enrolled in a college, university, conservatory, or seminary whose training program is "an integral part of an established curriculum" may apply to the Designated School Official for curricular practical training authorization, which is defined as an alternate work/study, internship, cooperative education, or other type of required internship or practicum offered by sponsoring employers through cooperative agreements with the school. Designated School Officials are advised to document rigorously the rationales for training authorizations required for a particular course or curricular track. Other regulations apply to Optional Practical Training situations. Five major cultural problem areas are then identified: working for no money, working for or with women, the faster pace of U.S. culture, foreign students who have not been recent students, and foreign interns who are older than nonforeign intern colleagues. The college's intern coordinator must be sensitive to these cultural differences, place foreign students in locations that are understanding of cultural differences, and brief foreign interns as to what is expected of them. (JDD)

ED 368 258 HE 027 274

Hensley, Wayne E.
Systems Theory in the Ivory Tower.

Effectiveness; *Quality Control; *Student Financial Aid; Total Quality Management
IDENTIFIERS- Higher Education Act Title IV

This report of the Panel on Quality Improvement in Student Financial Aid Programs examines the quality control of federal student financial aid programs covered by Title IV of the Higher Education Act of 1965 and offers recommendations calling for sweeping revisions of the present system. The report explores: (1) the quality control practices employed by the Department of Education to measure the accuracy of eligibility of students for awards; and (2) the methods used by program managers, based on this information, to reduce errors. Part 1 describes the new philosophy of continuous improvement as well as Title IV student financial aid programs and the system for distributing the awards. Part 2 discusses the outcome of Department of Education activities to control, improve, and monitor the "quality of the award" in the current system. Among the topics addressed are the methodological and statistical integrity of current quality control studies, including the accuracy of estimates of national error rates; a review of the application forms and their instructions; and the potential for risk-based management of audit and review processes. Part 3 looks at the larger picture and recommends changes in the system that should more efficiently reduce the recurring problems identified in Part 2. Appendices include six papers addressing various aspects of student financial aid reform. (Contains over 60 references.) (GLR)

ED 368 275 HE 027 291

Educational Exchange and Global Competence. International Conference on Educational Exchange (46th, Washington, D.C., November 1993).
PUB DATE- Nov 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; Educational Quality; Global Approach; Government Role; Higher Education; International Education; Language Proficiency; *Multicultural Education; Study Abroad

This booklet presents the highlights of the 46th International Conference on Educational Exchange including the texts of three speeches given at the Conference. Conference sessions addressed global competence from the perspective of international exchanges, various professions, and the formal educational system, as well as the relation of global competence to general education for citizenship, diversity and multiculturalism, the training of specialists and teachers, and language studies. The first presentation by Richard D. Lambert, Director Emeritus of the National Foreign Language Center, examined five components of global competence: knowledge, empathy, approval, foreign language competence, and task performance. This was followed by a presentation from Richard Riley, U.S. Secretary of Education, that briefly highlighted government's role in fostering international education and acknowledged the efforts of the Council on International Educational Exchange in developing international understanding beyond the traditional European nations. The final presentation was delivered by Charles J. Ping, President of Ohio University. It focused on international education and educational change from the university's perspective. (GLR) of the sample agreed that higher education should be seen as an investment in the productive capacity of individuals, only 43 percent agreed that universities should select those students most likely to contribute productively to society. Faculty across the disciplines were in favor of some form of positive discrimination for disadvantaged groups. (Contains 17 reference notes.) (GLR)

ED 368 294 HE 027 311

Marginson, Simon
Educational Credentials in Australia: Average Positional Value in Decline. Centre for the Study of Higher Education Research Working Papers, 93.4.
PUB DATE- Sep 93
NOTE- 31p.; Paper is an amended version of a presentation to the Economic Society of Australia's Conference (21st, Melbourne, Australia, July 10, 1992). For related documents, see HE 027 308-318.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Compensation (Remuneration); Degrees (Academic); *Educational Certificates; Educational Demand; Educational Economics; Educational Quality; *Employment Level; Employment Opportunities; Employment Patterns; *Employment Qualifications; Foreign Countries; Higher Education; Human Capital; *Labor Market; Tables (Data)
IDENTIFIERS- *Australia

Since the 1960s there has been a major expansion in the number of people in Australia holding post school educational credentials and the proportion of the full time work force with those credentials. The penalties of not holding credentials, in terms of the incidence and duration of unemployment, are increasingly severe. At the same time, there has been a long term decline in the income associated with degree and trade qualifications, relative to all incomes. One source of claims about declining educational standards is that the need for education is coinciding with declining returns from education. Within the long term trend there has been some fluctuation, with the 1980s showing increases in the incomes associated with academic degrees. However, this trend is thought to be only temporary because increases in numbers of graduates have been more rapid than the growth of total employment. The notion of credentialism and positional good explains that if educational demand and supply don't rise in tandem, and if the value of that education is not held high in the labor market, quality increases in education do little to influence the economic benefits of having higher education. Contains 18 references. (Author/GLR)

ED 368 295 HE 027 312

Marginson, Simon; O'Hanlon, Seamus
From the Generalist Courses to Work: An Annotated Bibliography on Generic Skills. Centre for the Study of Higher Education Research Working Papers, 93.5.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- Sep 93
NOTE- 86p.; For related documents, see HE 027 308-318.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; College Students; Counseling Services; Dropout Prevention; *Educational Facilities; Graduate Students; Higher Education; *School Holding Power; *Student Attitudes; Student Characteristics; *Student College Relationship; *Student Personnel Services; Universities

This study examined the degree of college student satisfaction with university student services, facilities, and programs and the link of student satisfaction with student retention. In particular the study evaluated factors that account for the variance between groups of students who plan to remain at the university and those who do not. During the fall semester of 1992 an Enrolled Student Survey was administered a random selection of graduates and undergraduates to assess students' satisfaction. Study findings indicated that survey respondents (n=313) were satisfied with most services and facilities. They expressed a high rate of dissatisfaction only with parking and expressed a moderate rate of dissatisfactions with their student government and with their voice in college policies. Results of the multiple regression analysis showed that a significant portion of variance in retention was predicted by three factors: (1) use of the Counseling Center; (2) use of the Career Services Center; and (3) responses on the item addressing "concern for you as an individual." Both these Centers are urged to plan stronger programs and services to facilitate student retention. Data also showed that students who perceive a personal concern for them in the university community are more likely to return to the university. (Contains 15 references.) (JB)

ED 368 313 HE 027 338

Faculty Work. Briefing Paper.
PUB DATE- Mar 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Freedom; Career Ladders; *College Faculty; Demography; Doctoral Degrees; *Faculty Development; Faculty Promotion; Faculty Workload; Higher Education; Productivity; Quality of Working Life; Stress Variables; *Teacher Attitudes; Teacher Characteristics; Teacher Morale; Teacher Responsibility; *Teacher Salaries; Tenure

This review of the literature offers a description of college faculty in the United States: their training, responsibilities, duties, career ladders, demographics, salaries, pressures, and current political issues. The section on training describes the doctoral degree generally, assistantship programs, post-doctoral positions, and the supply of doctoral degrees to the labor force. The section on duties looks at faculty roles in the three areas of teaching, research and service. The section on worklife examines scope, discretion and autonomy, professionalism, and academic freedom and tenure. The description of career paths looks at the early evaluation stages, promotion and tenure, characteristics of evaluation, changes over the course of a career in duties and skills, research productivity, and quantity of research produced. A section on demographics and attitudes among faculty reports national data on faculty age, composition, gender, ethnicity, Other concerns relate to written works, works of art, and photographs. Copyright protection can extend to video footage of newsworthy events. Fair use is the doctrine that some unauthorized copying is permissible through a balancing of public interest, the rights of the copyright owner, and the nature of the use. The law of privacy presents another avenue for people to prevent the multimedia producer from using their likenesses or other attributes of their personalities. Yet another concern for the multimedia producer and user lies in the area of libel. Legal risks abound for the careless multimedia producer, but a few simple precautions will help avoid most liabilities. The creative urge is limited by the imagination of the multimedia producer and the rights of others. (SLD)

ED 368 332 IR 016 571

Stavely, Homer
Working in a Wired World.
PUB DATE- 18 Jun 93
NOTE- 31p.; Paper presented at the Annual Meeting of the Australian Library and Information Association (Queensland, Australia, June 18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Competence; *Computer Literacy; Cultural Differences; Employment Qualifications; Ethnic Groups; Foreign Countries; Futures (of Society); *Information Literacy; Information Management; Information Networks; *Information Processing; Information Transfer; Sex Differences; Social Class; *Telecommunications; Training
IDENTIFIERS- *Australia; *Diversity (Groups)

The revolution in digital communication is bringing about profound changes in the ways people live, learn, and work. Three topics that address these changes are discussed. First is a set of ideas about the nature of information and information processing. Second is an Australian National Framework for competence in language, literacy, and numeracy that has recently been developed; and third is a set of ideas about productive diversity that are the focus of some recent explorations for the Australian Human Rights Commission and the Office of Multicultural Affairs. Nine elements of information processing are identified and discussed as follows: (1) configuration; (2) location; (3) concentration; (4) organization; (5) replication; (6) representation; (7) distribution; (8) scale; and (9) transformation. The newly developed framework offers a complex picture of competence as something occurring at three stages of skill (assisted competence, independent competence, and collaborative competence) across six communication domains. Exchanging information across cultural, gender, class, and ethnic boundaries brings many problems. Individuals without information fluency skills and the motivation to use them will be at a disadvantage as will their employers. Eleven figures and four tables illustrate the discussion. (Contains 28 references.) (SLD)

ED 368 333 IR 016 572

Convergence, Competition, Cooperation: The Report of the Governor's Blue Ribbon Telecommunications Infrastructure Task Force. Volume One.

PUB DATE- 27 Jul 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Attitude Change; Change Strategies; *Computer Networks; Computer Uses in Education; Educational Change; Educational Improvement; Educational Innovation; Educational Objectives; *Educational Technology; Elementary Secondary Education; *Excellence in Education; Futures (of Society); *Information Networks; Lifelong Learning; Technological Advancement; *Telecommunications
IDENTIFIERS- Information Age; Internet; *National Education Goals 1990; National Education Goals Panel

Internetworked communications restructures relationships among educators, learners, and knowledge and information, and promises a systemic acceleration of the pace of educational change. In this report, the Task Force on Education Network Technology identifies the following rationales for deployment and utilization of such communications: to support and accelerate systemic change for educational excellence; to reconstruct and improve teaching; to expand and enrich learning opportunities; and to link schools and society to improve economic productivity and encourage lifelong learning. The problems in deployment and utilization identified are schools' organizational resistance to change and lack of technology systems support; inadequate teacher preparation and insufficient support for new modes of instruction; narrow and outmoded instructional practices and limited access to knowledge and information; and schools' disconnection from the larger society and inexperience with advanced technology resources. Finally, recommendations for deployment and utilization are listed: to invest in the appropriate system infrastructure for real educational reform and restructuring; to provide extensive professional development to maximize the likelihood of robust changes in curriculum and instruction; to expand available learning resources and enrich opportunities for access to knowledge; and to forge strategic connections surrounding schools to support the achievement of the national education goals. (JLB)

ED 368 352 IR 054 487

Brown, Gerald R.
Marketing Your Library Program--More than a PR Campaign.
PUB DATE- Jul 92
NOTE- 41p.; Paper presented at the Annual Meeting of the International Association of School Librarianship (21st, Belfast, Northern Ireland, United Kingdom, July 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; Elementary Secondary Education; Human Relations; *Learning Resources Centers; Library Planning; *Library Services; *Marketing; *Media Specialists; Motivation; Nonprint Media; Program Development; Program Implementation; *Public Relations; *School Libraries; Workshops

In this workshop, the concept of marketing was applied to school library media programs by examining the relationship between services for students; nature of federal support of technology for school and public library programs for children and youth; role of public and school libraries in promoting resource-based learning, information skills, and instructional activities; how school and public library partnerships should be developed; how libraries can develop intergenerational demonstration programs for latchkey children and young adults and outreach programs for youth at risk; and the community library's role in offering parent/family educational programs for early childhood services. Includes 4 appendices. (JLB)

ED 368 372 IR 054 939

Universal Telephone Service: Ready for the 21st Century? 1991 Annual Review of the Institute for Information Studies.
PUB DATE- 91
NOTE- 204p.; For other annual reviews, see IR 054 940-941.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Access to Information; Equipment Standards; Federal Legislation; Futures (of Society); Information Networks; Policy Formation; Privacy; Privatization; *Public Policy; Technological Advancement; *Telecommunications; *Telephone Communications Systems; Yearbooks
IDENTIFIERS- National Research and Education Network

The common theme linking the contributions to this volume concerns the future of universal telecommunications service. The goal of having a universal telecommunications service has historically been to keep charges low enough that all but the poorest Americans could afford to make and receive telephone calls, even if they lived in remote and expensive areas. For decades this goal was neither complicated nor controversial; this is now changing rapidly and profoundly. The essays in this volume explore and illuminate the implications. Following the "Foreword" (Gerry Butters) and "Introduction" (Robert M. Entman), the following papers are included: "Private Networks and Public Objectives" (Eli M. Noam); "What About Privacy in Universal Telephone Service?" (Daniel Brenner); "Technologies of Universal Service" (Susan G. Hadden); "Universal Service and NREN" (Barbara O' Connor); "Toward a Universal Definition of Universal Service" (Herbert S. Dordick); and "The Globalization of Universal Telecommunications Services" (Joseph N. Pelton). (JLB)

ED 368 373 IR 054 940

A National Information Network: Changing Our Lives in the 21st Century. 1992 Annual Review of the Institute for Information Studies.
PUB DATE- 92
NOTE- 215p.; For other annual reviews, see IR 054 939-941.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Access to Information; Change; Futures (of Society); *Information Networks; *Information Technology; Policy Formation; Public Policy; Technological Advancement; *Telecommunications; User Needs (Information); Yearbooks
IDENTIFIERS- *Information Infrastructure

In a workshop held by the National Research Council through their Board on Telecommunications and Computer Applications, the participants determined that the earlier vision of affordable telephone service for all, already fundamentally achieved in core collections from the Adams County Library System; and (6) to promote reading both at school and at home with educationally sound materials and programs. This report contains the following sections: a brief literature review; program description; methodology, including governance, services, staff, collection and resources, location and facilities, budget, and marketing; evaluation; personal observations from library users; conclusions; recommendations; and a framework for future cooperative ventures. (JLB)

ED 368 393 IR 054 977

Libraries: The Greatest Show on Earth.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; *Childrens Libraries; Elementary Education; Library Role; *Library Services; Program Descriptions; Program Guides; Publicity; *Public Libraries; Questionnaires; Reading Materials; *Reading Programs; State Libraries; *Summer Programs; Vacation Programs
IDENTIFIERS- Arizona; Circuses

This manual is designed to help public libraries in Arizona plan their summer reading programs. The theme of the 1993 Arizona Reading Program is circuses. The material in the manual is prepared for libraries to adapt for their own uses. Topics covered include: goals, objectives, and evaluation; procedures for getting started; common summer program structures; planning timelines; hints for publicity and promotion; special needs; suggestions for awards and incentives; involving parents/family; ideas for displays and decorations; complete program ideas; a guide for crafts; book bibliography (101 titles); resource materials; evaluation questionnaire; calendars; and activity sheets. (JLB)

ED 368 394 IR 054 978

Read Arizona.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 91
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; *Childrens Libraries; Elementary Education; Library Role; *Library Services; Program Descriptions; Program Guides; Publicity; *Public Libraries; Questionnaires; Reading Materials; *Reading Programs; State Libraries; *Summer Programs; Vacation Programs
IDENTIFIERS- *Arizona

This manual is designed to help public libraries in Arizona to talents of departmental staff and ask students for their ideas. Second, other departments, such as teaching resource centers, professional development coordinators and professional development committees, should be searched. Finally, a look into the local community can provide inexpensive but valuable resources. Throughout the process, the chair should provide department members with encouragement, support, and a sense of purpose. (KP)

ED 368 412 JC 940 217

Gmelch, Walter H.
Five Skills for Becoming a More Effective Team Leader.
PUB DATE- Feb 94
NOTE- 12p.; Paper presented the International Conference for Community College Chairs, Deans, and Other Instructional Leaders (3rd, Phoenix, AZ, February 23-26, 1994); adapted from "Leadership Skills for Department Chairs" (ED 363 257).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Community Colleges; *Department Heads; Interprofessional Relationship; Leaders Guides; *Leadership Qualities; *Leadership Training; Long Range Planning; *Organizational Climate; Organizational Objectives; Professional Development; Teacher Administrator Relationship; Team Training; Teamwork; Two Year Colleges

Although 80% of all administrative decisions are made at the department level, many community college department chairs accept their positions without a clear understanding of the demands or training in leadership skills. It is critical to a productive department, however, that chairs possess the leadership skills to shape their departments into academic teams. Developing a team attitude requires passion, commitment and continuing communication with faculty and staff. Specifically, research shows that a collective team climate requires the following characteristics: (1) clearly stated and agreed upon long-term goals; (2) actively involved team members and shared management authority; (3) openly shared information with participative decision-making; (4) a constructive approach to resolving conflict with attention to individual interests; and (5) top priority attention to individual growth and self-development. Rather than doing everything for the department, effective team leaders share management activities by providing direction, strengthening relationships, and encouraging mutual respect. In addition, faculty members should be encouraged to excel in scholarly endeavors at their own initiative, while support staff should be challenged to set their individual goals in line with departmental goals. Chairs should establish an open climate of shared information where conflict leads to collaborative solutions. (Includes a table and graph of the five characteristics of effective departments.) (KP)

ED 368 413 JC 940 218

Schoonover, Marsha; Peterson, John C.
Calculus Reform: Experiences of a Two-Year College Collaborating with Universities.
PUB DATE- Nov 93
NOTE- 15p.; Paper presented at the Annual Meeting of the American Mathematical Association of Two Year Colleges (Boston, MA,

Program Development; *Remedial Instruction; *Remedial Programs; *Student Characteristics; Two Year Colleges; *Two Year College Students

A study was conducted at Jefferson College, Hillsboro Campus, in Missouri, to determine the relationship between the characteristics of successful Learning Center students and their questionnaire responses on an entry survey and their final course grades. Jefferson College is a two-year, open admissions community college, and the college's Learning Center provides developmental preparation in a self-paced, competency-based setting for low scorers on an entry course placement test and for nontraditional students seeking refresher course work. The study population included 382 students, who responded to questions regarding sex, race, age, high school attended and degree received, county of residence, prior college experience, financial aid awards, marital status, living accommodations, household income, family education, employment status, and learning center courses. Survey responses were correlated with end-of-term course grades. The Chi-squared Automatic Interaction Detection (CHAID) statistical procedure was employed to derive profiles of successful students by performing a "tree" analysis of best predictors. Nine questionnaire items (i.e., gender, age, year of last college experience, marital status, living accommodations, household income, mother's education, primary educational goal, and determination to be successful) were found to be significantly associated with course grades of A, B, or Incomplete versus Withdrawn. Ten items (i.e., gender, age group, year of last college experience, marital status, living accommodations, household income, mother's education, father's education, spouse's education, and primary educational goal) were significantly associated with a final course grade of A or B. CHAID analysis revealed that the variable age group (22 or older) is the best predictor of success. Based on this information the Learning Center staff diversified formats for remedial course work to increase success rates of younger students. An addendum charts program changes and resulting positive trends. (KP)

ED 368 430   JC 940 239

Hamilton, John
First-Time Freshmen Four-Year Transfer Rates: Gainesville College to University System Senior Colleges and Universities, Fall 1988 to Fall 1992.
PUB DATE- 30 Nov 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; *Business Administration Education; *College Transfer Students; Community Colleges; Educational Trends; Higher Education; *Outcomes of Education; State Universities; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Georgia; *Transfer Rates (College)

A longitudinal study followed self-declared transfer students from time of entry at Gainesville College (GC) in fall 1988 through fall 1992, focusing on 4-year transfer rates to the University System of Georgia. Separate transfer rates were calculated for students who earned associate degrees from GC and for business administration majors, and students transferring to private and out-of-state institutions were excluded. Many GC students were in the high-risk category with women in this field are still motivated primarily by the intrinsic rewards of the work. (HTH)

ED 368 447 PS 021 854

The Universal and the National in Preschool Education. Papers from the OMEP International Seminar (Moscow, Russia, December 4-7, 1991). YCF Series 3.
PUB DATE- 93
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Child Development; Creative Development; *Cultural Influences; Demonstration Programs; *Educational Research; Foreign Countries; *Global Approach; Intellectual Development; International Education; Nationalism; National Norms; Peace; Preschool Education; Program Descriptions; *Young Children
IDENTIFIERS- Europe; Finland; Poland; Russia; Sweden; Ukraine; *Universalism

This collection of 27 brief essays focuses on universal aspects of childhood and early childhood education, education for peace, model early childhood programs, and the development of children's thinking and creativity skills. The essays are: (1) "The Universal and the National in Preschool Education (Goutard); (2) "Preschool Childhood: Cultural and Historical Aspects" (Kudreyavtsev); (3) "The Role of National Literature in Children's Artistic-Verbal Development" (Chemortan); (4) "From Teacher Training to Teaching Children: Television as an Aid to Contextualization" (Irisarri); (5) "Empathic Sensitivity in Preschool Children" (Sochaczewska); (6) "Verbal Communication of Deaf Children: The Foundation of a Normal Life" (Leongard); (7) "The Subculture of Preschool Children and Make-Believe Play" (Mikhailenko); (8) "The Role of Adults in Children's Play" (Misurcova); (9) "The Individual, Ethnic, and Universal in the Psychological Content of Traditional (Folk) Games and Toys" (Novosyolova); (10) "Tradition and the Child: How Polish Village Children Used to Play" (Kielar-Turska); (11) "Theoretical Underpinnings of the National Kindergarten in the Ukraine" (Artyomova); (12) "A Multi-Disciplinary Approach to a Kindergarten of the Future: The Experience of the Finnish-Russian 'Kalinka'" (Protassova); (13) "Bringing Up Preschool Children in the Spirit of Peace" (Dunin-Wasowicz); (14) "Education for Peace and International Understanding in Early Childhood" (Sund); (15) "Educating Young Children for Peace and World Citizenship" (Tsuchiyama); (16) "Principles Underpinning Preschool Education Programmes" (Poddyakov); (17) "Psychological Principles of the New Model of Public Preschool Education" (Kravtsov); (18) "Which Preschool Programme?" (Branska); (19) "Programmes for Kindergartens" (Martin); (20) "'Landmarks'--A Programme for Preschool Education" (Grazhene); (21) "The Importance of Professional Self-Appraisal in Developing the Skills of Kindergarten Teachers" (Pan'ko); (22) "Construction as a Means of Developing Thinking and Creative Imagination in Preschool Children" (Paramonova); (23) "Psycho-Pedagogical Approaches in Studying and Stimulating the Child's Creative Activity" (Roussinova-Bahoudaila); (24) "The Development of Creativity in Infant School" (Castillo); (25) "To Be Six Years Old in Sweden in the 1990s" (Pramling); (26) "Development of Cognitive Faculties: One of the Main Objects of Preschool Education" (Venger); and (27) "Interactive Curriculum--Interactive Pedagogy" (Pesic). Also contains summaries of eight other papers. (MDM)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Day Care; Early Childhood Education; Federal Legislation; *Federal Programs; Federal State Relationship; *Financial Problems; National Surveys; Program Descriptions; *Program Improvement; *State Programs
IDENTIFIERS- *Aid to Families with Dependent Children; *Child Care Costs; Child Care Needs

This report is one in a series of studies by the Children's Defense Fund examining state policies and practices in child care and early childhood education. It is based on comprehensive surveys conducted in all 50 states and the District of Columbia in 1991 and 1993 to examine Aid to Families with Dependent Children (AFDC) child care policies and programs. Two major findings from the data are highlighted: (1) AFDC child care is already stretched to the limit, with strains apparent in services for both AFDC and non-AFDC low income families; and (2) funding limitations and policy choices hurt AFDC children by tilting AFDC child care programs toward low-cost child care options that tend to be of poorer quality. The report recommends that successful welfare reform be supported by additional investments in child care for both AFDC and low-income working families, that child care guarantees be strengthened, and that the quality of child care provided for the neediest children be improved. (MDM)

ED 368 468 PS 022 166

Rice, C.; And Others
Young Children: Priority One. A Project Kit for Kiwanis Clubs--Addressing the Needs of Children, Prenatal through Age Five.
PUB DATE- 93
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; Beginning Reading; Child Abuse; *Child Development; *Child Health; *Community Services; Lead Poisoning; *Parent Education; Pregnancy; *Prenatal Care; Preschool Education; Program Guides; Program Implementation; Smoking
IDENTIFIERS- *Child Safety; Kiwanis Clubs; *Maternal Health; Project Head Start; Reading Is Fundamental

This Kiwanis Club project kit contains ideas and instructions for implementing programs that meet local needs in the areas of maternal and infant health, child care and development, parenting, and safety and pediatric trauma. The kit begins with an overview that explains how to assess need and how to plan, implement, and evaluate a project. Tip sheets on fund raising, project evaluation, and cooperation with other organizations are included, as well as needs assessment survey forms. A project idea list outlines over 40 possible projects in the 4 need areas for clubs to consider. Service bulletins offering detailed instructions for implementing specific service projects are: (1) "Reading Is Fundamental"; (2) "Head Start"; (3) "Scald Burns"; (4) "Smoking Awareness: A Campaign for Pregnant Women"; (5) "Parenting Fair"; (6) "The Children's Miracle Network Telethon"; (7) "Smoke Detector Safety"; (8) "Pediatric Trauma"; (9) "Home Safety Checklist"; (10) "Awareness and Prevention of Child Abuse"; (11) "Shaken Baby Syndrome"; (12) "Parents Anonymous"; (13) "Parenting

ED 368 489 PS 022 232

Weinstein, Loribeth; Gellert, Sandra
Barriers to Home Day Care: Zoning Restrictions Block Operation of Family Day Care Homes.
PUB DATE- Aug 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Caregivers; *Community Attitudes; Community Planning; *Community Zoning; Court Litigation; Early Childhood Education; *Family Day Care; *Neighborhoods; Small Businesses; State Legislation

Increasingly, the operation of family day care homes in communities throughout the country is being jeopardized by restrictive local zoning requirements specifying uses of property. The majority of providers operate in areas where they are not specifically permitted "by right" or "by special exception," doing so at risk of being challenged or closed down if existing laws are enforced. A community that seeks to include home day care in local zoning statutes may do so in a number of ways, including: (1) prohibiting all use other than residential; (2) requiring a variance (the cost of which may be prohibitive for a day care provider); and (3) allowing home day care as an accepted use of residential property. Providers, backed by their state or local family day care association, are fighting back, and recently, state legislatures have passed laws in 14 states that preempt a community's right to restrict family day care. Providers and advocacy groups in a number of other states are seeking similar legislation. Meanwhile, the zoning battles continue at the expense of children and families who need quality, affordable and accessible day care, even though many of the grounds on which neighbors and communities object to family day care operation are, in fact, myths. (HTH)

ED 368 490 PS 022 233

Ahmeduzzaman, M.
Ethnic Preschoolers: How Their Fathers Can Be More Involved?
PUB DATE- Nov 93
NOTE- 7p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Anaheim, CA, November 10-13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Cultural Differences; *Family Involvement; *Fathers; Parent Attitudes; Parent Child Relationship; Parent Participation; *Parent Role; Preschool Children; *Puerto Ricans; Racial Differences; Social Support Groups
IDENTIFIERS- *African Americans

This study documented 45 African-American and 40 Puerto Rican-American middle- to lower-middle-income fathers' involvement with their preschool children. Their styles of functioning within the family, and the support they received from their families and communities in their role as parents were also examined. The fathers completed three parental and family support questionnaires. Results indicate that African-American men's commitment to the family is positively associated with their statement of involvement with children and to their participation in child care. Puerto Rican-American men's

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Activity Units; *Curriculum Development; Early Childhood Education; Elementary Education; *Group Activities; *Learning Activities; Student Motivation; *Student Participation; *Teacher Student Relationship; Thematic Approach
IDENTIFIERS- ERIC Digests; *Project Approach (Katz and Chard)

A project is an in-depth investigation of a topic worth learning more about, usually undertaken by a group of children within a class. The goal of a project is to learn more about a topic rather than to find answers to questions posed by a teacher. Project work is complementary to the systematic parts of a curriculum. Whereas systematic instruction helps children acquire skills, addresses children's deficiencies, and stresses extrinsic motivation, project work provides opportunities to apply skills, addresses children's proficiencies, and stresses intrinsic motivation. Projects differ from themes, which are broad topics such as "seasons," and units, which consist of preplanned lessons and activities on particular topics. In themes and units, children usually have little role in specifying the questions to be answered as the work proceeds. This is not the case in projects. Activities engaged in during project work include drawing, writing, reading, recording observations, and interviewing experts. Projects can be implemented in three stages. In Phase 1, "Getting Started," the teacher and children select and refine the topic to be studied. Phase 2, "Field Work," consists of investigating, drawing, constructing models, recording, and exploring. Phase 3, "Culminating and Debriefing Events," includes preparing and presenting reports of results. These characteristics of projects are exemplified in a project in which kindergartners collected 31 different types of balls. After collecting the balls, the class examined various characteristics of the balls, such as shape, surface texture, circumference, composition, weight, resistance, and use. This project involved children in a variety of tasks and gave children the opportunity to learn a new vocabulary as their knowledge of a familiar object deepened. (BC)

ED 368 510 PS 022 349

Lee, Valerie E.; Loeb, Susanna
Where Do Head Start Attendees End Up? One Reason Why Preschool Effects Fade Out.
PUB DATE- 24 Jan 94
NOTE- 40p.; Support for this study was received from the American Educational Research Association 1992-93 Grants Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Early Experience; *Educational Quality; Followup Studies; Grade 8; Junior High Schools; *Junior High School Students; *Outcomes of Education; *Preschool Education
IDENTIFIERS- *Long Term Effects; *Project Head Start

A study investigated the relationship between the quality of schools subsequently attended by adolescents and their preschool experience. In particular, the study differentiated the characteristics of middle-grade schools attended by 8th grade students who had experienced either Head Start, other preshools, or no preschool. School quality was defined broadly, in terms of social composition, academic rigor, safety, and

and 47 of the 60 participating high school graduates attended postsecondary school or training programs. (LP)

ED 368 527 RC 019 546

Stradford, Charmaine W.
Implementation of a Rural Program To Reduce the Drop-out Rate of 9th- and 10th-Grade At-Risk Students.
PUB DATE- Jun 93
NOTE- 135p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Agency Cooperation; Coordination; *Dropout Prevention; *High Risk Students; High Schools; Mentors; Parent Participation; *Rural Education; Self Esteem; Small Schools; *Student Attitudes
IDENTIFIERS- *Chester County School District SC; *Student Support Services

A program was developed to reduce the rising dropout rate of 9th- and 10th-grade students at Lewisville High School, a small rural school in Chester County, South Carolina. In the face of limited financial resources, the program manager coordinated existing services and networked with community agencies. School records, surveys, and questionnaires revealed that 45 students identified as at-risk had a variety of problems, including excessive failing grades, tardiness and absences, discipline problems, lack of self-esteem, and limited participation in school and nonschool activities. Aimed at providing students with success experiences and support services, program components included group and individual counseling sessions, field trips, peer tutoring, community speakers, teacher inservice training, career education, parent workshops, and business mentors. As a result of the program, the school dropout rate decreased from 7.2 percent in 1990-91 to 1.6 percent in June 1993. The target group showed significant decreases from January 1992 to June 1993 in the percentage of grades that were Ds and Fs, and also showed improvement in attitudes towards academics, as measured by the Coopersmith Self-Esteem Inventory. Recommendations for maintaining and improving the project are discussed. Appendices include results of student, parent, and teacher surveys; characteristics of potential dropouts; and other information relevant to program implementation. Contains numerous data tables. (LP)

ED 368 528 RC 019 547

Whaley, Rick; Bresette, Walter
Walleye Warriors: An Effective Alliance against Racism and for the Earth.
PUB DATE- 94
NOTE- 287p.; Foreword by Winona LaDuke.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; American Indian History; *Chippewa (Tribe); Consciousness Raising; *Conservation (Environment); Court Litigation; Cultural Pluralism; Politics; Public Opinion; *Racial Bias; *Treaties
IDENTIFIERS- *Fishing Rights; Nonviolence; *Wisconsin (North)

Each spring when the ice clears, the Anishinabe (Chippewa)

Kingdom, September 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Science and Society; Science Education; Scientific Attitudes; Scientific Concepts; *Scientific Enterprise; Student Attitudes
IDENTIFIERS- *Nature of Science

Recently, it was proposed that a curricular aim of science education should be to engender an understanding of the nature of the scientific enterprise among students, as well as a knowledge of the technical contents of science. Seven diagnostic instruments were designed and administered to students (between the ages of 9 and 16) in an effort to investigate students' representations of the scientific enterprise. Specifically, researchers tried to determine in which domains do students think scientists attempt to explain, and on what basis do they think that scientists make knowledge claims. Students were asked to respond to the following questions: (1) Which kind of fabric is waterproof?; (2) Which is the best program on TV?; (3) Is it wrong to keep dolphins in captivity?; (4) How do birds find their way over long distances?; (5) What diet is best to keep babies healthy?; (6) Is it cheaper to buy a large or a small packet of washing powder?; (7) How was the Earth made?; (8) Is the Earth's atmosphere heating up?; (9) Do ghosts haunt old houses at night?; (10) What kind of bacteria are in the water supply?; and (11) Can any metal be made into a magnet? (ZWH)

ED 368 546 SE 054 010

Gattis, Kim, Ed.
Kansas Mathematics Curriculum Standards. Mathematical Power for All Kansans. Revised.
PUB DATE- Jul 93
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Grade 4; Grade 8; Grade 10; *Mathematics Curriculum; Mathematics Education; *Problem Sets; State Curriculum Guides; *State Standards; Statewide Planning; *Student Educational Objectives
IDENTIFIERS- *Curriculum Standards; Examples; *Kansas State Board of Education

The mathematics standards contained in this document represent a continuation of the Kansas State Board of Education efforts to set high performance expectation levels for the learning of all Kansas students. The guide lists 15 mathematics curriculum outcomes: number sense, number properties, number systems, number operations, patterns, functions, algebraic concepts, models, geometric properties, estimation and measurement, geometry from an algebraic perspective, transformational geometry, probability, data analysis, and decision making using statistics and probability. These outcomes are further broken down into fourth, eight, and tenth grade levels and include outcome illustrations, topic and activity suggestions, sample problems, and additional source information found in the Curriculum and Evaluation Standards of the National Council of Teachers of Mathematics. The majority of the topics contains sample problems for each curriculum outcome at each grade

Association for Research in Science Teaching (67th, Anaheim, CA, March 26-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Curriculum Development; Curriculum Evaluation; *Decision Making; Decision Making Skills; Ecology; *Environmental Education; High Schools; *High School Students; Integrated Curriculum; *Interdisciplinary Approach; *Problem Solving; Science Education; Sex Differences; Skill Development; Units of Study
IDENTIFIERS- Environmental Education Research; *Environmental Problems; Science Education Research; Sustainable Development; Tropical Rain Forests

In the first phase of this study an interdisciplinary curriculum unit was developed centered on the concept of sustainable development in tropical rainforests. The centerpiece of the interdisciplinary unit was the investigation of a simulated environmental problem which required students to develop and then decide on a solution, having weighed a spectrum of possibilities previously explored in class activities and discussions. In the second phase of the study, nine science teachers implemented the curriculum unit in their classrooms after attending a two-day training workshop. Teachers first administered environmental decision-making pretests to their students who had been randomly assigned in intact classes to experimental (interdisciplinary rainforest curriculum unit) and control (conventional curriculum) groups. On completion of the three-week unit, environmental decision-making posttests were completed by both experimental and control students. Inferential results implied that students exposed to the interdisciplinary curriculum unit offered more supporting statements for their environmental decisions as compared to control students. It was evident that females used more alternative reasoning categories than their male counterparts when reaching an environmental decision. These results support the use of interdisciplinary curricula for enriching the environmental decision-making of secondary students. (Author)

ED 368 567 SE 054 309

Connect: UNESCO-UNEP Environmental Education Newsletter, 1993.
PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Conferences; Conservation (Environment); Curriculum Development; *Environmental Education; Foreign Policy; Global Warming; Interdisciplinary Approach; *International Cooperation; Models; Newsletters; Workshops
IDENTIFIERS- Action Plans; Development Education; Environmental Education Programs; *Environmental Issues; Global Change; Sustainable Development; *UNESCO; United Nations

Continued communication about environmental education (EE) issues is a goal of UNESCO. This document consists of the four issues of the UNESCO-UNEP Environmental Education Newsletter published in 1993. Each issue contains a lead story, followed by regular sections that report EE activities in participating countries and regions, new EE centers, upcoming conferences, and EE news and publications. The lead stories for these four issues discuss: (1) teaching global change through EE; (2) a subregional strategy for reorienting school curricula towards

Culture; Travel
IDENTIFIERS- *Spain
This book focuses on the culture and the people of Spain. The document discusses ways in which these differ from the culture and people now dominant in the western hemisphere. The book explores the different histories through which two peoples have lived and the distinctive values they hold. Their perceptions and expectations of each other are examined. Different ways of thinking, acting, and interacting in both social and work situations are explained. Examples are given of how words and actions of a person from one culture impress, frustrate, motivate, or embarrass someone from the other. Points of potential conflict are anticipated, and specific guidelines are offered to help ensure mutual understanding and cooperation. A map of Spain in included. The first section discusses Spain, its regional differences, language diversity, political and social changes since 1975, relationship with Latin America, and relationship with Europe. The next section of this chapter discusses the historical, military, and political relationship between Spain and the United States. The chapter on the individual and society compares the role of individualism, outward conformity, and family between Spain and the United States. Groups and communities, class, and the city and neighborhood are discussed as are attitudes toward society. The section on relationships discusses friendship patterns and sex roles. Individual chapters deal with language and communication, work, social life, and vacations. A list of resources and a glossary of Spanish terms are included. (DK)

ED 368 587 SO 022 748

King, Charles D., Comp.; And Others
African-American Resources: A GCLC Guide.
PUB DATE- Sep 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Black Achievement; *Black History; *Black Leadership; *Black Literature; *Blacks; Elementary Secondary Education; Higher Education; Libraries; *Library Collections
IDENTIFIERS- *African Americans; Ohio (Cincinnati)
This document provides a bibliography of materials and a pathfinder, directing users to available resources on African Americans in Greater Cincinnati (Ohio) and Northern Kentucky. This guide is designed to assist students and researchers of all levels in locating information on African Americans. The guide begins with a pathfinder that directs the user to various types of resources available and to subjects that can be used to locate materials within their libraries. The sources listed under background information in this section provide summaries of topics and issues in Afro-American studies. Usually the sources contain an explanation and definition of the issue, identify important persons and groups, and contain a list of other sources of interest. The pathfinder section explains the use of the library catalog and guides to periodicals. Following the pathfinder is a list of standard works that can be consulted by the general reader as well as the beginning scholar. The categories reflect African-American culture; economics; history in greater Cincinnati, northern Kentucky, and the United States as a whole; arts; literature; and social and political conditions. These sections are followed by a list of major collections of primary materials and a list of current

NOTE- 21p.; Funding for the project is part of a grant from the Kansas Arts Commission.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Artists; *Curriculum Development; Elementary Education; Grade 5; *Interdisciplinary Approach; Intermediate Grades; School Community Relationship; *Social Studies; Teacher Role; *Teaching Methods
IDENTIFIERS- Salina Unified School District 305 KS

This document describes a project to develop a series of multidisciplined arts lessons intended to enhance the social studies curriculum for fifth grade classes in Salina (Kansas) public schools. The lessons were developed by a team of elementary classroom teachers, artists, and representatives of Salina community cultural organizations. The plans are adaptable to most elementary school intermediate grade levels in the United States. The concepts of the project are adaptable to any student at any grade level. The art infusion project was designed to give children a more complete understanding of life in the United States by learning creatively through the integration of the arts into the social studies curriculum. By expanding the classroom teachers' role in arts instruction through an infusion project, the specialists in art, drama, and music have partners with whom they can share ideas and generate even greater enthusiasm. This booklet documents the project work and the philosophy on which it was based. The narration offers practical suggestions for adapting the project or developing a similar plan. The rational for the project is that an infusion project, which integrates the arts with other subject matter, can benefit learning and learners in a variety of complex ways such as: (1) attitude, retention, and learning; (2) creativity; (3) critical thinking; (4) working with at risk and disabled students; (5) balanced learning through partnership; (6) understanding that arts are basic; and (7) maintaining culture. The document lists the steps to follow in chronological order: (1) assess needs and identify resources; (2) select infusion team; (3) select goal; (4) plan and budget; (5) create lesson; (6) plan implementation; (7) train teachers; (8) expand; (9) publicize; and (10) evaluate. Publicity material is attached. (DK)

ED 368 606 SO 023 447

Dreeszen, Craig
Intersections: Community Arts and Education Collaborations.
SPONS. AGENCY- John F. Kennedy Center for the Performing Arts, Washington, D.C.; National Assembly of Local Arts Agencies, Washington, DC.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Community Cooperation; Educational Cooperation; Educational Research; Elementary Secondary Education; School Community Programs; *School Community Relationship

This study was commissioned in order to understand better how partnerships between the community and the schools work. Over 250 partnerships in arts education were convened in six city-

and the disabled, necessarily affect classroom teaching. Age is yet another social factor influencing education. There is a critical need for additional research involving interactions between teachers and students in the socially diverse classroom. Research demonstrates that teacher intervention can facilitate student empowerment by building self-esteem, motivation, and communication. (Contains 38 references). (SG)

ED 368 625 SO 023 769

Ediger, Marlow
Teaching Religion in the Public Schools.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Interdisciplinary Approach; *Public Schools; *Religion; *Religion Studies; Religious Cultural Groups; Social Studies; Teacher Education; Teacher Qualifications

This paper argues that religion should be taught as a separate class in the public schools. Reasons for teaching religion include: (1) religious believes affect human behavior in strong observable ways; (2) churches abound in number throughout the United States; (3) different religions tend to teach a somewhat common core of values while values and morality are neglected greatly in the public school curriculum; (4) a study of religion is classical in nature and possesses values for its own sake; (5) religious views express a culture; (6) expressions from holy books abound in society; and (7) holy books contain content on selected academic disciplines such as geography, history, literature, economics, sociology, and anthropology. An interdisciplinary curriculum may be emphasized in teaching units of study on major religions on the planet earth. In discussing the qualifications for teachers, the article suggests that teachers for religion courses should be of the highest caliber with a major in philosophy and religion. Teachers of religion classes must be objective in presenting content as well as in answering questions. Continuous inservice education is needed for each teacher in being truthful and fair about each religion being taught. Teachers need to guide students to identify and solve problems in the area of religions. Teachers of secondary level religion classes should attempt to select key ideas pertaining to each unit taught. Ethnocentrism results when students do not understand religious beliefs of others. Public school students need ample opportunities to experience relevant objectives, learning opportunities, and appraisal procedures on religion. (DK)

ED 368 626 SO 023 776

Brazilian History and Culture Program, June 27 - August 2, 1992. Fulbright Hays Seminars Abroad Program.
PUB DATE- 92
NOTE- 303p.; This seminar was administered by the Commission for Educational Exchange between the United States and Brazil (Fulbright Commission).
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Literacy; *Cultural Traits; Democracy; Educational Anthropology; Elementary Secondary Education; Foreign Countries; Metalinguistics; *Modernization; *Multicultural Education; *Role of Education; Sociolinguistics; *Traditionalism

This document examines the contribution of education to cultural development and the relationship between the contemporary cultural scene and educational processes. The first of five sections discusses the existing tensions between the role of the school culture and contemporary culture. The second section describes the demands of tradition and modernity of cultures. The third section presents culture as an element in democratization. The fourth section considers the question of linguistics by educational authorities. The final section suggests the ambiguous roles of multicultural societies and intercultural education. A 22-item bibliography is included. (CK)

ED 368 645 SO 023 824

Batelaan, P.
Intercultural Education for Cultural Development: The Contribution of Teacher Education.
PUB DATE- Sep 92
NOTE- 15p.; Paper presented at the International Conference on Education (43rd, Geneva, Switzerland, September 14-19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Education; *Cultural Education; *Curriculum Development; Elementary Secondary Education; Equal Education; Foreign Countries; Inservice Teacher Education; *Intercultural Programs; *Multicultural Education; Preservice Teacher Education; *Role of Education; School Role; Teacher Education Programs

Education has to play an important role in the cultural development of individuals, groups, and societies, but this paper argues that education has failed to play this role due in part to inappropriate teacher education. The introduction discusses cultural development and the contribution of the school. The second section proposes that an equal opportunity policy and intercultural education remain marginal in most of the schools in western society. The third section summarizes the purposes of formal education in democratic societies. The fourth section delineates the criteria for intercultural education: (1) balance of different educational purposes; (2) account of the knowledge and skills of all children; (3) curriculum as a reflection of the multicultural society; (4) curriculum presents knowledge from different perspectives; (5) equal opportunities at classroom level; and (6) evaluation and assessment. The fifth section describes the international basis for intercultural education by presenting parts of international legislation. Section 6 suggests the importance of cooperative learning in intercultural education. The final section supports the importance of preservice and inservice teacher education to develop the proficiency and the professional attitude of the teacher and presents a description of the organization of teacher training institutes. (CK) humorous comments from the participants. The document contains 83 chapters and covers the role of the woman worker from the first strike of factory workers in the United States, in 1824 at Pawtucket, Rhode Island, the site of the first successful water powered cotton mill, to the New Deal legislation of 1933. Some of the lessons are parts of a series. In this case the lesson is extended over several of the one page chapters. Each of these specifies that it is part of a longer series. One of these is a section on a strike by women, children, and immigrant workers in the international textile industry center of Lawrence, Massachusetts in 1912. Individuals such as labor organizers Mary Kenney O'Sullivan and Elizabeth Gurley Flynn are profiled. Different strikes throughout the history of the U.S. labor movement are detailed. A chapter on the tragic fire at the Triangle Shirt Company is included. This tragedy, with its loss of 143 lives, so affected Frances Perkins, a witness to the fire in 1911 that she spent her life fighting poor labor conditions. In 1912 she became chief investigator for the New York State Factory Commission. In 1933 she became the first woman to serve in a presidential cabinet when President Franklin D. Roosevelt appointed her U.S. Secretary of Labor. (DK)

ED 368 665   SO 023 872

Mehlinger, Howard
The High School Political Science Curriculum Project. Final Report.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Dec 77
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Citizenship Education; *Curriculum Development; Educational Research; High Schools; *Political Science; Social Studies; Student Participation; *United States Government (Course)

This project was designed to improve political science instruction for high school students in the United States. Its primary purpose was to design, develop, test, and disseminate an alternative program for the U.S. government course for grade 12 that sought to increase choices for teachers who wanted to improve basic citizenship competencies of students by offering important political science knowledge, skills, and participation training. The report describes the project activities in which three successive sets of curriculum materials were developed. Prototype units were tested in 25 schools across the United States. Based on the field tests of these materials, a full semester course was developed and tested. Evaluations and revisions were completed, a full year course was produced, and the course was tested in schools. Evaluations were conducted on each unit of the instructional materials. Student achievement was tested, teacher workability was surmised, and critic reviews were solicited from social scientists, social studies educators, teachers, students, parents, and minority group representatives. The findings of the project were: (1) an alternative program in U.S. government is needed at the high school level and will be used by teachers; (2) schools can use participation activities in school and the community to increase the citizenship competencies of students; (3) field testing is essential to the development of workable curriculum materials; and (4) in evaluating a curriculum product, face to face communication

(Contains approximately 75 references.) (JDD)

ED 368 681 SP 035 089

Richardson, Dianne; Boutwell, Lydia
Examining Preservice Experiences through Journals. Year Two.
PUB DATE- Nov 93
NOTE- 42p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993). For a related document, see ED 355 239.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Conceptual Tempo; Discipline; Elementary Secondary Education; Higher Education; Negative Attitudes; Preservice Teacher Education; Self Efficacy; Semantics; Student Attitudes; Student Experience; *Student Journals; Student Teachers; *Student Teaching; *Teaching Experience
IDENTIFIERS- Mississippi State University Meridian

This study evaluated journals of the classroom experiences of 35 student teachers at Mississippi State University--Meridian Campus, employing both quantitative and qualitative aspects. The journals were assigned as a means of gaining a perspective of the student teachers' planning and implementation of lessons, their approach to discipline, their sense of efficacy, and their attitudes toward their experiences. Analysis of semantic choices, based on a prepared list of possible expressions (included in an appendix), determined whether the journals reflected negative, positive, or neutral attitudes. Results indicated that 29 of the journals were predominantly positive, 4 were neutral and 2 negative. The journals were also examined for evidence of reflection about the four areas of concern. The student teachers demonstrated higher levels of reflective thinking than did students in a previous study, as they commented on the differing backgrounds of the children in their classrooms, their extenuating home circumstances, and differences in rates of learning and learning styles. Two of the journals were selected for detailed examination, one representative of the positive and one representative of the negative semantic analysis. (Contains 12 references.) (JDD)

ED 368 682 SP 035 091

Gee, Jerry Brooksher
A Change in Perceptions of Graduate Students with Regard to Teaching as an Art or a Science.
PUB DATE- Nov 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; Educational Philosophy; Education Majors; Graduate Students; Higher Education; Methods Courses; *Microteaching; Preservice Teacher Education; Secondary Education; *Student Attitudes; Teacher Characteristics; *Teacher Effectiveness; *Teaching (Occupation)

Open discussion and a Likert-type scale (Characteristics of Effective Teaching) were used with 38 graduate students enrolled in an advanced methods class in secondary school and develop. A form of empowerment came from subjects examining and understanding their own epistemological frameworks and ideas about pedagogy. Appendixes provide additional information on the tasks and pedagogical levels of understanding. (Contains 32 references.) (JDD)

ED 368 700 SP 035 127

Johnstone, Margaret
Time and Tasks: Teacher Workload and Stress. Spotlights 44.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Diaries; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; *Noninstructional Responsibility; Secondary School Teachers; *Stress Management; *Stress Variables; Teacher Attitudes; Teacher Responsibility; *Teaching (Occupation); *Teaching Load; *Working Hours
IDENTIFIERS- Scotland

The study reported on in this issue was conducted to examine teachers' workload and associated stress. The specifics of the study were: the hours teachers worked during a given week, the tasks which filled those hours, and whether teachers felt stressed during that week. Teachers in 58 primary and 32 secondary schools were asked to complete a questionnaire, The Occupational Stress Indicator, used in industry and with other professional groups to give a general picture of stress. They were also asked to keep a daily diary for one week using a format that divided each day into 15 minute time spans. Analysis of the diaries (570 or 66% returned) and the Occupational Stress Indicator (530 returned) indicated that in the primary sector all stages were fairly equally represented and in the secondary sector all teaching subjects were represented. The teachers' work week tended toward the heavier end of workload (mean of 42.5 hours)and 75 percent reported that they spent more extra time than they considered reasonable. Participants also reported on whether or not they felt stressed, the causes and symptoms of stress, and coping strategies they employed. The survey findings painted a picture of an occupational groups putting in, on an average, an extra day's work over seven days of the survey week; reporting between three and five occasions of stressful feelings in that week; and registering high scores on the measure of occupational stress. (LL)

ED 368 701 SP 035 133

Short, Paula M.
Dimensions of Teacher Empowerment.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Job Satisfaction; *Participative Decision Making; Problem Solving; Professional Development; Professional Isolation; *School Restructuring; Secondary School Teachers; *Self Efficacy; Status; *Teacher Attitudes; *Teaching Conditions
IDENTIFIERS- Empirical Research; *Teacher Empowerment

In the spirit of educational reform, the purpose of this paper is

PUB DATE- Nov 93
NOTE- 24p.; Paper presented at the Annual Convention of the Speech Communication Association (Miami, FL, November 18-21, 1993). Document contains light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Educational Change; *Grade Inflation; Higher Education; *Instructional Systems; *Power Structure; Resistance to Change; *Student Evaluation of Teacher Performance; *Systems Analysis; *Systems Approach; Work Ethic; Writing (Composition); Writing Skills

This paper examines some prominent criticisms of higher education and contends that systems theory is a means of understanding the nature of the problems by taking into account the complexity of interconnections among several factors. Problems discussed include: (1) inflated grades awarded to today's university students do not reflect their true abilities; (2) many university graduates cannot write coherent sentences or express themselves orally; and (3) today's young executives lack the work ethic. The problem of grade inflation is traced to the use of student evaluations of faculty performance, whereby students receiving higher grades tend to submit higher evaluations for the professor. This has given students significant power in determining grading standards. Students' lack of expressive language skills is attributed to their talents not being developed because college examinations are generally objective tests that can be computer-graded. Students are not prepared for the world of work because their irresponsibility is infrequently punished. Use of college entrance examinations that measure one's ability to achieve, rather than specific knowledge, teaches students that there is a schism between education and the "real world." Several obstacles to returning to a system where classrooms are controlled by professors and pay raises are decided by one's superiors and not one's students are cited. (Contains 20 references.) (JDD)

ED 368 259 HE 027 275

Managing Information Technology as a Catalyst of Change. Proceedings of the CAUSE Annual Conference (San Diego, California, December 7-10, 1993).
PUB DATE- 94
NOTE- 646p.; For the individual papers in each track, see HE 027 276-281.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; Educational Technology; Higher Education; Information Dissemination; *Information Management; *Information Networks; Information Processing; Information Systems; *Information Technology; Information Transfer; Institutional Mission; Leadership; *Organizational Effectiveness; *Quality Control
IDENTIFIERS- *CAUSE National Conference

This document presents the proceedings of a conference on managing and using information technology to implement change in higher education. Six tracks, with eight papers in each track, address the themes of: (1) leadership challenges for managers of information technology during times of change; (2) leveraging people with technology, to make people and organizations more effective; (3) the impact of quality,

ED 368 276 HE 027 292

Chambliss, Catherine
Reigniting the Flame: TQM Tactics for Faculty Rejuvenation.
PUB DATE- 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; *College Faculty; College Instruction; Faculty Development; Higher Education; Job Satisfaction; Self Evaluation (Individuals); Surveys; Teacher Administrator Relationship; *Teacher Motivation; *Total Quality Management
IDENTIFIERS- *Ursinus College PA

This paper discusses implementation of Total Quality Management (TQM) tactics for faculty development at Ursinus College (Pennsylvania). Emphasis is on the use of TQM to improve the marketing of faculty and institutional achievements. The paper reports that the administration's use of informal meetings has enhanced faculty initiatives in such areas as recruiting new students, mentoring, and improving educational quality. College faculty are urged to be prepared to package and market their achievements before the public and that this requirement is a powerful reinforcement for faculty. In addition, the new demands of outcome assessment in teaching are viewed as a motivating innovation resulting in improved instruction. The college also uses the "Distinctive Teaching Survey" as part of an annual self-evaluation process. This survey permits the faculty to communicate their peak moments in the classroom and has garnered considerable support among faculty. A copy of the survey accompanies the paper. (GLR)

ED 368 277 HE 027 293

Manning, Roger W.
Gender, Moral Orientation, and Salary.
PUB DATE- Jan 93
NOTE- 10p.; Paper presented at the Women in Higher Education Conference (El Paso, TX, January, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Comparable Worth; *Court Role; Faculty College Relationship; Higher Education; *Psychological Patterns; *Salary Wage Differentials; *Sex Bias; Women Faculty

This paper discusses research findings associated with differences in pay among women and men in higher education and examines the notion that salary differences can be explained as a result of women being more care oriented than men; i.e., women possess a greater level of caring for others, sensitivity to others, and a connectedness to others. It is suggested that men and women possess different views of competitive success that is reflected in their moral orientations, and both are disadvantaged by them, females in competitive circumstances and males in relationships. Males generally express a justice orientation to competitive success whereas the care orientation that appears to predominate in women, has a potentially negative impact on women's salaries and promotions. As to legal

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Counseling; *Competency Based Education; *Educational Quality; Employment Opportunities; Fine Arts; Foreign Countries; General Education; Higher Education; Humanities; Labor Market; Natural Sciences; *Relevance (Education); Research; *Skill Development; Social Sciences
IDENTIFIERS- *Australia

This annotated bibliography of 70 items was developed as part of a larger research project on the possible application of competency-based approaches to generalist courses (arts, humanities, social sciences, and natural sciences) in higher education. The project also looked at other ways, aside from the use of competency-based approaches, of improving the relationship between higher education and research. The bibliography's main focus is on academic and policy-related literature from Australia and Great Britain, with some material from the United States, Japan, and the Organization for Economic Cooperation and Development. Extensive abstracts are provided for most citations which are listed alphabetically by author. The literature abstracts cover research, mainly from the 1990s, on the transition from generalist courses to work; academic understandings of generic skills; employer selection practices and requirements of graduates; employer understandings of skills; the debate about competency-based reform; and material in related areas such as the debate about the university, the humanities, and the role of careers advisers. The bibliography provides a summary of the field in Australia as of early 1993. (Author/GLR)

ED 368 296 HE 027 313

Lamb, Ainslie
The Discipline Review of Australian Law Schools. Centre for the Study of Higher Education Research Working Papers, 93.6.
PUB DATE- Sep 93
NOTE- 39p.; Paper is a revised version of one prepared in the Centre for the Study of Higher Education's Master of Education course "Higher Education Institutions and Their Functions." For related documents, see HE 027 308-318.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Evaluation; *Educational Quality; Evaluation Methods; Foreign Countries; Graduate Study; Higher Education; *Intellectual Disciplines; *Legal Education (Professions); *Professional Education; Relevance (Education); *School Effectiveness; Undergraduate Study
IDENTIFIERS- *Australia

The expansion of higher education in the 1960s from an elite to a mass activity has led inevitably to a demand that higher education be responsive and accountable to the wider community. There are several approaches to evaluation of quality and economic effectiveness in higher education institutions and programs. In the mid-1980s, Australia's Commonwealth Government initiated a series of discipline reviews, as part of an ongoing process of the evaluation of higher education. This paper discusses the discipline review approach to evaluation, in the context of the Discipline Review of Australian Law Schools. It considers the following aspects of the Law School review: the objectives of the Commonwealth discipline reviews, the assessment of quality, the assessment of economic efficiency, responsiveness to community needs, and responses to the law degree, rank and attitudes to their jobs and institutions. The section on salary offers three tables of data and describes several broad patterns. A section on salary and other differences among faculty touches on gender, minority status, part-time status, and generational differences. A section on pressures describes typical stressors and offers information on faculty attitudes about job pressures. A section on current criticisms describes recent intense criticism of college faculty and offers a compilation of the charges against them. (Contains 35 references.) (JB)

ED 368 314   HE 027 339

Unified Budget Recommendations for Fiscal Year 1994-95: Alabama Commission on Higher Education.
PUB DATE- Dec 93
NOTE- 123p.; For the 1993-94 report, see ED 366 270.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Educational Facilities Improvement; *Educational Finance; Educational Planning; Financial Needs; *Financial Support; Full State Funding; Higher Education; *Public Colleges; *Resource Allocation; *School Funds; State Schools; Two Year Colleges; Universities
IDENTIFIERS- *Alabama; *Funding Formulas

This document presents funding proposals from the Alabama Commission on Higher Education for the 1994-95 Fiscal Year. Individual sections present the following: (1) executive summary of the Unified Budget Recommendations; (2) the unified budget recommendation with program detail on 1992-93 and 1993-94 appropriations and 1994-95 requests, regional standards, and recommendations; (3) funding formulas and the budget recommendation process; (4) supporting data for senior institutions' funding formulas; (5) supporting data for 2-year institutions' funding formulas; and (6) description of critical capital needs in the state's public higher education system. A transmission letter argues that three conditions should be maintained: that the distribution of funds between broad sectors of education remain as in previous years; that all institutions receive additional relief from several years of budget reduction; and that all institutions attain 100 percent of the Regional Standard funding recommendations. (JB)

ED 368 315   HE 027 340

Fels, Michael D.
Assumptions of African-American Students about International Education Exchange.
PUB DATE- 20 Nov 93
NOTE- 27p.; Paper presented at the Speech Communication Association Convention (Miami, FL, November 20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; College Students; Comparative Analysis; Foreign Students; Global Approach; Higher Education; *International Educational Exchange; Racial Bias; Racial Relations; *Student Attitudes; Study Abroad
IDENTIFIERS- *African Americans; *California State University Los Angeles

This study attempted to identify and compare some of the

PUB DATE- 8 Nov 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Cost Effectiveness; Economic Factors; Federal Regulation; *Free Enterprise System; *Government Role; *Industrial Structure; Information Networks; Models; Research and Development; State Legislation; State Programs; *Technological Advancement; *Telecommunications
IDENTIFIERS- Regulatory Programs; State Regulation; Task Force Approach; *Telecommunications Infrastructure; *Wisconsin

This report by the Blue Ribbon Task Force on Wisconsin's Telecommunications Infrastructure considers infrastructure to be the common network that connects individual residences, businesses, and agencies, rather than the individual systems and equipment themselves. The task force recognizes that advances in telecommunications technologies and changes in the telecommunications industry have outpaced Wisconsin's ability to ensure infrastructure development through traditional regulatory and administrative means. Solving the problems of creating the most advanced telecommunications network across the state in an environment of rapid and continuing change is vital to economic and social development. The task force received input from leaders of the state's telecommunications industries and potential users in arriving at recommendations based on the premise that a robust communications marketplace is most likely to provide the advanced infrastructure that Wisconsin requires. Key points include: (1) developing a new regulatory model; (2) assuring access for all; (3) removing barriers to competition; (4) promoting effective deployment; and (5) supporting cost-effective use. Twelve figures and one table present task force findings.The appendix includes Executive Order Number 178, lists of task force members and participants, a glossary of terms and acronyms, and a 26-item selected bibliography. (SLD)

ED 368 334 IR 016 574

Fundamentals of Establishing a Records Management Program. Local Government Records Technical Information Series. Number 1.
PUB DATE- 93
NOTE- 14p.; Replaces Basic Records Management for Local Government, Nos. 1-3.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Archives; Cost Effectiveness; Data Processing; Information Storage; Laws; Legislation; *Local Government; Planning; *Policy Formation; *Program Implementation; *Records Management; *State Programs
IDENTIFIERS- *New York

This publication provides local governments in New York with guidelines and suggestions for three major records management undertakings: (1) writing an ordinance, resolution, or local law to establish a records management program; (2) defining the role of the Records Management Officer in developing, organizing, and directing a records management program; and (3) appointing a Records Advisory Board to assist in establishing and supporting a records management program. A records management program oversees recorded information from its library media programs, the marketing plan, public relations (PR), and promotion. Reachable goals, targeting the audience, advertising, and motivation and commitment of the staff were also considered, and successful marketing dynamics were shared. Participants were invited to prepare mission statements and to share them with other participants. Sections of this paper include: (1) a definition of the library media program; (2) a worksheet for describing the program; (3) a figure illustrating the strategy formulation hierarchy; (4) a list of ideas to use in the library; (5) a list of strategies, activities, and materials for implementing a simple marketing plan; (6) seven goals for the marketing plan; (7) a handout for living with change; (8) a worksheet for information files; (9) a list of the 10 commandments of human relations; and (10) a 15-item bibliography. (SLD)

ED 368 353 IR 054 825

Davis-Kimball, Jeannine, Ed.
Finding Guide to the California Indian Library Collections: California State Library. Volume 1, Introduction and Photographic Data: Indexes to Achomawi through Pomo/Kashaya Pomo. Volume 2, Photographic Data: Indexes to Pomo/Kashaya Pomo through Yurok. Volume 3, Photographic Data: Indexes to All Photographs, Sorted by Title. Volume 4, Photographic Data: Indexes to All Photographic Data Sorted by Category.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 2,096p.; For Volumes 5-8: "Sound Recording Data" and "Bibliographies," see IR 054 826-827.
LANGUAGE- English
EDRS Price- MF18/PC84 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indian Studies; Cultural Background; Cultural Centers; *Cultural Images; Cultural Traits; Indexes; *Library Collections; *Photographs; State Libraries; Tribes
IDENTIFIERS- *California; California State Library

The California Indian Library Collections (CILC) was funded with the aim of returning unique cultural materials in three media types--sound recordings, photographs, and text--to California's Native Americans and making the collections available to all citizens through their local libraries. This document includes the first four volumes of the finding guide, produced to provide access to the data from the photographic data collection which includes more than 7500 photographs: (1) Volume 1 contains the table of contents for the entire eight-volume finding guide, an introduction to the CILC (including tribal fact sheets, maps of the California tribes, a description of basket shapes and uses, and a list of county CILC collections), and the first part of the photographic index sorted by tribe (Achomawi through Pomo/Kashaya Pomo); (2) Volume 2 contains the second part of the photographic index sorted by tribe (Pomo/Kashaya Pomo through Yurok); (3) Volume 3 contains indexes to all photographs, sorted by title; and (4) Volume 4 contains indexes to all photographic data, sorted by category. (JLB)

ED 368 354 IR 054 826

Davis-Kimball, Jeannine, Ed.
Finding Guide to the California Indian Library Collections:

the United States, can be extended to a new national policy of affordable information for all. This new policy can be achieved through networking the systems of business, education, and knowledge. The anticipated benefits of an information communications infrastructure linking people with information, services, and knowledge in any place at any time are enormous as are the challenges of developing and managing such a system. The authors of these papers discuss the benefits, disadvantages, and issues of this topic. Following the "Foreword" (Roy Merrills) and "Introduction" (Oscar H. Gandy, Jr.), the following papers are included: "What the Coming Telecommunications Infrastructure Could Mean to Our Family" (Francis D. Fisher); "Investing in the Telecommunications Infrastructure: Economics and Policy Considerations" (Bruce L. Egan and Steven S. Wildman); "Telecommunications Infrastructure and U.S. International Competitiveness" (Jonathan Aronson); "Educational Telecommunications Infrastructure: Ferment, Flux, and Fragmentation" (Donald J. Stedman and Louis A. Bransford); "Realizing the Business Value of National Communications Infrastructure" (Robert J. Benson); and "Telecommunications Technology and Infrastructure" (Marvin A. Sirbu). (JLB)

ED 368 374 IR 054 941

The Knowledge Economy: The Nature of Information in the 21st Century. 1993-94 Annual Review of the Institute for Information Studies.
PUB DATE- 93
NOTE- 207p.; For other annual reviews, see IR 054 939-940.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Business; *Change; Computer Literacy; Definitions; *Economics; Education; Futures (of Society); *Information Technology; Social Influences; *Technological Advancement; World Affairs
IDENTIFIERS- Examples; Information Age; *Information Economy; Information Value; Internet

This publication contains six essays responding to the following themes: information as a resource to be shared; whether and how new technologies are causing change in the nature and definition of information; and how changes are affecting the fields of education, economics, sociology, technology, business, and world affairs. Following the foreword (Paul J. Myer), examples of the range of information available to everyone are reviewed in an introduction to the essays (Nicholas Johnson). The value of information is discussed in "The Role of Technology in an Information Age" (Stephen H. Haeckel and Richard L. Nolan). "The Economics of Information" (Roger G. Noll) provides a readable introduction to the subject for noneconomists. "Competing with Information" (Blake Ives and Sirkka L. Jarvenpaa) provides a theoretical base and a case study for conclusions about the nature of information for business, predicting information and expertise will supplant physical goods as the basis of developed nations' economies. "The Promise of a New World Information Order" (Peter F. Cowhey and M. Margaret McKeown) addresses issues such as the utility of the content of global communications. "Technology, Information, and Social Behavior" (Sara B. Kiesler and Pamela Hinds) suggests that it may be as important to study people as information technology itself. "Network Literacy in an Electronic Society" (Charles R. McClure) describes the educational implications of the changing nature of information. (KRN) plan their summer reading programs. The theme of the 1991 program is Arizona and its characteristics. The material in the manual is prepared for libraries to adapt for their own uses. Topics covered include: goals, objectives, and evaluation; procedures for getting started; common summer program structures; planning timelines; hints for publicity and promotion; braille and talking books; suggestions for awards and incentives; involving parents/family; reading motivation ideas and activities for parents and educators (also in Spanish); ideas for displays and decorations; complete program ideas; a guide for general crafts; book, film, and videos bibliographies; resources; activity sheets; calendars; evaluation questionnaire; sample letters; and clip art. (JLB)

ED 368 395 IR 054 980

Urban Libraries Council Frequent Fast Facts Survey. Fees: Survey Results.
PUB DATE- Mar 93
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Fees; Library Associations; *Library Services; Library Surveys; *Public Libraries
IDENTIFIERS- *Library Policy; Library Procedures; *Urban Libraries

The Urban Libraries Council's (ULC) Fast Facts Surveys are not intended to be scientific studies of the library community; rather, they are "snapshots" on topics of current interest. The topic of this survey is fees for library services. A total of 64 surveys were mailed to 1993 ULC member libraries in February 1993; 49 surveys were returned, resulting in a 77 percent response rate. The library service that most participating libraries charged a fee for was photocopying. The survey instrument is included, as well as the completed surveys and related documents. (JLB)

ED 368 396 IR 054 982

Mathews, Virginia H.; And Others
The Library Head Start Partnership. A Guide to the Use of the Video for Programs and Workshops.
PUB DATE- 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Child Language; *Childrens Libraries; *Library Services; *Partnerships in Education; Preschool Children; Professional Development; Public Libraries; Resource Materials; Videotape Cassettes
IDENTIFIERS- Library of Congress; Multimedia Materials; *Project Head Start

The Library/Head Start Partnership Project is administered through a joint agreement between the Library of Congress Center for the Book and the U.S. Department of Health and Human Services Head Start Bureau. Its purpose is to demonstrate how libraries that serve young children can plan and work with Head Start programs to enhance learning and parent involvement in children's literacy and language development. As part of a

November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculus; Community Colleges; Computer Assisted Instruction; *Consortia; Differential Equations; *Educational Change; Educational Technology; *Institutional Cooperation; *Mathematics Instruction; Mathematics Materials; Two Year Colleges
IDENTIFIERS- *Chattanooga State Technical Community College TN

As part of an effort to reform calculus instruction practices, Chattanooga State Technical Community College (CSTCC), in Tennessee, participates in two consortia. One consortium, the Chattanooga Calculus Consortium (CCC), is headed by the University of Tennessee at Chattanooga and involves one other four-year institution and three Chattanooga-area high schools. The CCC was funded by the National Science Foundation (NSF) in 1991 to adapt, implement, and evaluate calculus reform materials being developed at St. Olaf College; inform secondary schools about and involve them in calculus reform movements; prepare computer laboratory manuals; and prepare additional problem sets. The second consortium, the Western Appalachia Calculus Consortium (WACCO), is directed by the University of Kentucky and involves eight other higher-education institutions in three states. Funded by the NSF in 1992, WACCO was designed to share the identification, acquisition, and evaluation of reform approaches and materials through twice annual progress meetings; an Internet-accessible archive of materials; a journal; and workshops with high school educators. Additionally, CSTCC has been working to revise elementary differential equations to move students away from rote memorization to a meaningful understanding of differential equations. Participation in the consortia has benefited CSTCC in the following ways: theoretical and technological assistance has been provided with calculus reform and the college has been allowed input into the reform. The college has shared reform and technology with area high school teachers. (MAB)

ED 368 414 JC 940 219

Hamel, Thomas
Chairing the Multi-Disciplinary Department.
PUB DATE- Feb 94
NOTE- 14p.; Paper presented the International Conference for Community College Chairs, Deans, and Other Instructional Leaders (3rd, Phoenix, AZ, February 23-26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; *Administrator Role; Collegiality; Community Colleges; *Department Heads; Departments; *Instructional Leadership; Intellectual Disciplines; *Interdisciplinary Approach; Participative Decision Making; Professional Development; *Teacher Administrator Relationship; Teacher Role; Two Year Colleges

One of the most distinctive features of academic departments in community colleges is their multi-disciplinary nature. While the creation of multi-disciplinary departments usually results from pragmatic considerations, they do present some advantages over one-subject departments in that faculty are obliged to respect to student persistence and transfer, as evidenced by the following student body characteristics: (1) a significant number of students attended GC part-time and worked while attending college; (2) in fall 1988, 33% of GC students were 22 or older, almost 20% were married, and many had young children; (3) a relatively large number of students entered GC without having taken the prescribed college preparatory curriculum (CPC) in high school, with 45% of the students entering with one or more CPC deficiencies in English, math, science, social science or foreign language; (4) one out of two students was placed in remedial courses; (5) many students were the first in their family to attend college; and (6) over 80% of the transfer students transferred to one of three senior colleges within commuting distance of GC. The transfer rate for all transfer majors was 35.7%; for students earning associate degrees, 74.5%; for business majors, 37.6%, for business majors with associate degrees, 81.6%. Transfer rates increased to 86.5% if calculated for associate degree transfers who earned 60 or more academic credits, and earned a "C" or better in Accounting II, Microeconomics, and Macroeconomics. (KP)

ED 368 431   JC 940 240

Miller, Jack D.
The Barriers to Moving Students Along the Educational Continuum.
PUB DATE- Jan 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Community Colleges; *Educational Attitudes; *Educational Change; Educational Cooperation; Educational Environment; *Educational Improvement; *Educational Opportunities; *Equal Education; Parent Attitudes; Student Attitudes; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Barriers to Participation

In addressing the challenges facing the country into the 21st century, educational reform represents one of the key elements to assuring and sustaining the nation's economical, social, political, and cultural well-being. It is essential in any reform effort, moreover, that we identify and address the barriers to equal educational opportunity. Barriers can be described as horizontal (i.e., conditions that hinder goal attainment across disciplines, organizations, groups, or other levels) or vertical (i.e., perceived hierarchical levels that impede achievement within organizations, associations, groups, or systems). Many barriers are both horizontal and vertical and can include such elements as academic snobbery, cultural beliefs, financial issues, language problems, mind set, red tape, and tradition. An example of a vertical barrier occasioned by academic snobbery would be when instructors feel superior to those at other levels, such as high school teachers to elementary teachers or university professors to community college faculty. Horizontal barriers are created, however, when faculty minimize the value of counselors. In efforts to reform education, we must address the vertical and horizontal barriers represented by local, state, and federal bureaucracies; counter the prevailing cultural barrier that assumes that students cannot learn science or other "difficult" subjects; and eliminate all financial barriers to provide professional staff development and strong support system for students, the community, and the culture. (ECC)

ED 368 448 PS 022 020

Albrecht, Kay M.; Plantz, Margaret C.
Developmentally Appropriate Practice in School-Age Child Care Programs. Second Edition.
PUB DATE- 93
NOTE- 66p.; Funded in part by a grant from Whirlpool Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Guides; *Educational Practices; Educational Principles; Elementary Education; *Elementary School Students; Program Guides; *School Age Day Care
IDENTIFIERS- *Developmentally Appropriate Programs

This report provides guidelines for developmentally appropriate school-age child care programming, based in part on standards developed by the National Association for the Education of Young Children. Part 1 outlines and discusses seven principles of developmentally appropriate school-age child care programs, which should strive to: (1) provide resourceful, caring staff; (2) recognize the importance of peer relationships in child development; (3) utilize both mixed-age and same-age groupings when appropriate; (4) allow children to self-select activities when possible; (5) use positive guidance and discipline techniques; (6) have classroom environments that facilitate individual, small-group, and large-group activities; and (7) offer students activities and experiences that foster self-esteem, thinking skills, physical development, competition, cooperation, good nutrition, health and safety, and community awareness. Part 2 illustrates the principles with specific practices, both appropriate and inappropriate, related to various program components. Part 3 provides examples of program planning and assessment tools that can be created with this publication. Three appendixes list the members of the Developmentally Appropriate Practice Steering Committee and Working Forum, describe Project Home Safe, and list the Project Home Safe national advisory committee and staff. (MDM)

ED 368 449 PS 022 023

Cairney, Trevor H.; Munsie, Lynne
Beyond Tokenism: Parents as Partners in Literacy Training.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual International Roundtable Center on Families, Communities, Schools and Children's Learning Conference (5th, Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Early Childhood Education; Foreign Countries; *Literacy Education; Parent Child Relationship; *Parent Education; *Parents; *Peer Teaching; Program Descriptions; *Program Evaluation; Reading Material Selection; Self Esteem; State Programs; *Tutorial Programs; Tutoring
IDENTIFIERS- *Australia (New South Wales)

The Talk to a Literacy Learner (TTALL) program was developed in response to a New South Wales (Australia) government initiative, and is designed to focus on parents and the strategies they use to interact with their children as they

Education"; (14) "Immunizations"; (15) "Alcohol Awareness for Pregnant Women"; (16) "Preventing Lead Poisoning"; and (17) "Home Visitation Programs." The bulletins contain background information, planning and implementation advice, and additional resources, and may also include sample forms, letters, and press releases. (TJQ)

ED 368 469 PS 022 176

Stoney, Louise; Zeller, Dennis
Child Care Financing in Iowa: Maximizing Funds, Coordinating Services and Structuring Rates.
SPONS. AGENCY- Iowa State Dept. of Human Services, Des Moines.
PUB DATE- Jul 93
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; *Day Care; Early Childhood Education; Finance Reform; *Financial Policy; *Grants; Program Descriptions; *Program Improvement; State Aid; *State Programs; State Standards; Statewide Planning
IDENTIFIERS- *Child Care Costs; *Iowa

This report was prepared for the Iowa Department of Human Services (DHS) to help the state: (1) examine the current child care subsidy system in Iowa; (2) seek ways to maximize federal, state, and local funds for child care services; (3) simplify the administration of child care subsidies; and (4) promote the use of high quality child care, especially for special needs and at-risk children. The first section of this report provides a detailed description of the current DHS child care subsidy system. A discussion of how this system interfaces with early childhood care and education funds administered by other federal, state, and local agencies is also included. The second section includes an in-depth discussion of the project goals as well as a number of recommendations for improving the system. A workplan, which includes implementation steps, time frames, and resources needed, follows. Appendixes provide an analysis of the implications of the Americans with Disabilities Act with regard to child care rate policies, and a discussion of the issues to be addressed in future child care market rate surveys. A summary of child care provider interviews and a list of individuals interviewed for the report are also appended. (MDM)

ED 368 470 PS 022 177

Quigg, Claudia
Read for Joy!
PUB DATE- 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Reading; *Childrens Literature; Early Childhood Education; *Literature Appreciation; *Parent Child Relationship; Parent Materials; Parent Role; *Reading; *Reading Aloud to Others; Reading Attitudes; Reading Programs; Recreational Reading
IDENTIFIERS- *Emergent Literacy

commitment to the family is positively associated with socialization responsibility, availability within the home, and their statement of involvement with children. Indexes of familial and community support showed that African-American fathers' involvement with their preschoolers depended to a large extent on their support system of relatives, friends, and co-workers. Puerto Rican-American fathers who indicated high levels of involvement with their children were more likely to utilize institutional support, such as schools, clinics, and social service organizations, than family members, friends, or co-workers. (MDM)

ED 368 491   PS 022 242

Lombard, Avima D.
Success Begins at Home: The Past, Present and Future of the Home Instruction Program for Preschool Youngsters. Second Edition.
PUB DATE- 94
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; *Early Intervention; *Home Instruction; *Home Programs; International Programs; Learning Activities; *Parents as Teachers; Preschool Education; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Home Instruction Program Preschool Youngsters

The Home Instruction Program for Preschool Youngsters (HIPPY) is a home-based, early intervention program for young, disadvantaged children and their families to enhance their potential for academic success when they enter school. This book describes the components of the program and reports on the research related to HIPPY's effects on the children, parents, and the communities in which they live. Chapter 1 provides an overview of the setting for a home intervention program, and chapter 2 explains how HIPPY works. Chapter 3 examines the basic considerations in planning the program. Chapter 4 reviews research studies undertaken to study the effects on program participants. An assessment of the HIPPY program is presented in chapter 5. Descriptions and evaluations of HIPPY programs around the world are presented in chapter 6. Chapter 7 presents participants' views of the program and discusses its impact on mothers, program aides, and the community. Chapter 8 examines the role of the program in adult learning. Chapter 9 discusses issues related to the operation of HIPPY, and chapter 10 looks at the current status and future of the program. Seven appendixes contain samples of workbook activities for 3-, 4-, and 5-year-olds and research data and instruments. Contains over 170 references. (TJQ)

ED 368 492   PS 022 243

Markel, Howard; And Others
The Portable Pediatrician.
PUB DATE- 92
NOTE- 407p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134),Books (010)

social relations. After taking into account family background and demographics, the study found that former Head Start attendees are being educated in schools of significantly lower quality than are their 8th-grade counterparts who did not attend preschool, and particularly compared to peers who attended other preschools. No matter how beneficial the Head Start experience was initially for its participants, such benefits are likely to be undermined if these students are thereafter exposed to lower quality schooling. The particularly low quality of middle-grade schools attended by former Head Start participants explains, at least in part, why Head Start effects often fade out over time. (Author)

ED 368 511 PS 022 350

Rutherford, Barry; And Others
Parent and Community Involvement in the Middle Grades. Evaluating Education Reform. Literature Review.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 100p.; For Commissioned Papers, see PS 022 351.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Involvement; *Educational Assessment; Educational Change; Educational Policy; *Educational Research; Educational Trends; Government Role; Home Schooling; Intermediate Grades; Junior High Schools; Middle Schools; Outcomes of Education; *Parent Participation; Parents as Teachers; Parent School Relationship; Partnerships in Education; Program Development; Program Implementation; *School Community Programs; *School Community Relationship
IDENTIFIERS- *Reform Efforts

This review of the literature on the current state of parent and community involvement looks at the programs and practices, and their effects, in the research and practice literature, especially since 1980. The review explores past history and offers a contemporary view of the policies, trends, and factors that provide an understanding for the context of parent and community involvement programs. The literature on middle grades (grades 4-8) is highlighted throughout the review, because activities in these grades are less well-developed and understood than those for earlier grades. Chapter 1 introduces the purposes, definitions, and limitations of the review. Chapter 2 examines the context of parent and community involvement programs, including the policy environment. Chapter 3 discusses the development and implementation of parent and community involvement programs, framed within the roles that parents, families, and community members assume in the educational process, and focusing on home learning, school restructuring, and districwide programs as vehicles through which these roles are facilitated. Chapter 4 explores the impact or outcomes of parent and community involvement programs for students, parents, school personnel, and districts. Chapter 5 presents implications and conclusions. Two appendixes contain 149 references and an annotated bibliography of materials on creating family-school partnerships. (HTH)

ED 368 512 PS 022 351

Parent and Community Involvement in the Middle Grades. Evaluating Education Reform. Commissioned Papers.
SPONS. AGENCY- Office of Educational Research and Improvement

harvest fish from Wisconsin and Minnesota lakes. Their ancient subsistence fishing and hunting tradition is protected by treaties and reinforced by federal court rulings, but for years they were met by stones, racial epithets, and death threats hurled by local sports fishermen, resort and cottage owners, and other White neighbors. This book tells the story of how a multiracial alliance of Anishinabe, local residents, and activists defused these confrontations by witnessing and documenting them. The "walleye warriors" were successful at protecting Chippewa sovereignty and are continuing the struggle for environmental justice by striving to stop corporate attempts to mine (and so destroy) northern Wisconsin. In addition to tracing the events in these struggles, chapters also provide a brief history of the Anishinabe and discuss: (1) the development of anti-Indian backlash in Wisconsin in the mid-1980s (owing, in part, to the lack of education about American Indian history and culture in Wisconsin public schools); (2) training of nonviolent "witnesses"; (3) one activist's "leadership training"--learning about activist politics from family, friends, and tribal governments; (4) parallels to the Civil Rights Movement of the 1960s; (5) Indian treaty rights as a tool against mining interests; (6) reconciliation--respect for cultural differences and finding common ground; (7) Anishinabe leadership today; and (8) sustainable economic development. Contains 89 references, an index, political cartoons, photographs, and lists of publications and organizations related to indigenous resistance. (SV)

ED 368 529 RC 019 548

Raftery, Susan R.
Community Leadership Development for Sustainable Alabama Communities.
PUB DATE- 93
NOTE- 6p.; For related documents, see ED 288 665-666.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; *Community Leaders; Economic Development; Extension Education; *Leadership Training; Models; *Small Towns
IDENTIFIERS- *Alabama; Community Viability; *Sustainable Development

Alabama has serious economic and social problems, and the situation is worse in rural areas and small towns than in urban areas. The solutions to the problems of small communities must be found within the communities themselves. Sustainable communities are those that aggressively manage their destiny, based on a realistic and well planned vision. A sustainable community depends on the involvement of competent local leaders. Effective leadership development programs must take place in the community and be grounded in the knowledge of local conditions. Community leadership is also experiential and action based. Leadership training is a necessary but not a sufficient condition for improving community viability. Leadership development is a long-term process that should be integrated with community and economic development activities. Components of leadership development are technical knowledge about communities and successful development strategies; awareness, understanding, and application of leadership skills; and partnerships among community organizations and institutions. A leadership development continuum outlines elements in four developmental phases--personal, interpersonal, level. (MKR)

ED 368 547 SE 054 011

Sullivan, Mary M.
Students Learn Statistics When They Assume a Statistician's Role.
PUB DATE- Nov 93
NOTE- 19p.; Paper presented at the Annual Conference of the American Mathematical Association of Two-Year Colleges (19th, Boston, MA, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Constructivism (Learning); Data Collection; Discussion (Teaching Technique); Higher Education; Mathematical Applications; Mathematical Concepts; *Mathematics Instruction; Nonmajors; Probability; Questioning Techniques; *Statistical Analysis; Statistical Data; *Statistics; Teaching Methods
IDENTIFIERS- *Mathematics Activities

Traditional elementary statistics instruction for non-majors has focused on computation. Rarely have students had an opportunity to interact with real data sets or to use questioning to drive data analysis, common activities among professional statisticians. Inclusion of data gathering and analysis into whole class and small group activities acknowledges that students learn in different ways. This paper discusses seven data gathering problems that have been successful in facilitating student understanding of elementary statistical concepts common to introductory courses. The problems are: (1) "Breaking the barriers to success with surveys"; (2) "Which exam should Prof. Dee Viation scale?"; (3) "Probability distributions from Mars - M&M, that is"; (4) "Making cents of the Central Limit Theorem"; (5) "Descriptive statistical summaries - what about the data?"; (6) "Body correlation"; and (7) "Telephones: a necessary expense, but is the expense necessary?" (MKR)

ED 368 548 SE 054 054

Bettis, Catherine; Smith, Walter S.
Biographies of Women Scientists for Young Readers.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Biographies; Elementary Secondary Education; Engineering Education; *Females; Role Models; Science Careers; Science Education; *Scientists

The participation of women in the physical sciences and engineering woefully lags behind that of men. One significant vehicle by which students learn to identify with various adult roles is through the literature they read. This annotated bibliography lists and describes biographies on women scientists primarily focusing on publications after 1980. The sections include: (1) anthropology, (2) astronomy, (3) aviation/aerospace engineering, (4) biology, (5) chemistry/physics, (6) computer science, (7) ecology, (8) ethology, (9) geology, and (10) medicine. (PR)

ED 368 549 SE 054 057

Sussman, Art, Ed.

environment and development education; (3) United Nations (UN) cooperation for the development of EE; and (4) a UN system-wide joint action plan for EE and information. (MDH)

ED 368 568 SE 054 312

The No Waste Anthology: A Teacher's Guide to Environmental Activities K-12.
PUB DATE- 93
NOTE- 362p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Pollution; Cooperative Learning; Decision Making; Elementary Secondary Education; *Environmental Education; *Hazardous Materials; Home Economics; Interdisciplinary Approach; Learning Activities; Lesson Plans; Mathematics Education; *Natural Resources; Oil; Poisons; Problem Solving; Public Education; Recycling; Science Education; Social Studies; *Solid Wastes; Teaching Guides; Waste Disposal; *Water Pollution
IDENTIFIERS- *Environmental Problems; Pollutants

This book is designed to provide teachers with interdisciplinary, action oriented environmental activities for grades K-12 concerning the issue of waste. The activities are organized into three sections and several subsections. The first section contains 29 activities pertaining to natural resources and pollution in subsections involving needs and wants, natural resources, cycles, water, water pollution, oil, and air pollution. The second section contains 31 activities pertaining to solid waste in subsections involving the nature of the solid waste problem; litter; current solutions; and the concepts of reduce, reuse, and recycle. The third section contains 29 activities pertaining to hazardous waste in subsections involving industrial wastes, decision-making, and household hazardous substances. Each activity provides background information about the issue and procedures to carry out the activity. Six appendices contain a list of activity sources and the activities listed by source, by age group, by school subject, by topic, and alphabetically. (MDH)

ED 368 569 SE 054 321

Living Classrooms: Learning Guide for Famous & Historic Trees.
PUB DATE- 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Context; Ecology; *Environmental Education; Experiential Learning; Forestry; *History Instruction; *Integrated Activities; *Interdisciplinary Approach; Lesson Plans; Science Education; Science Process Skills; Secondary Education; Teaching Guides; *Trees; Worksheets
IDENTIFIERS- Environmental Change; *Hands On Experience

This guide provides information to create and care for a Famous and Historic Trees Living Classroom in which students learn American history and culture in the context of environmental change. The booklet contains 10 hands-on activities that emphasize observation, critical thinking, and teamwork. Worksheets and illustrations provide students with tools to and historical journals. The collections can be in manuscript, microform, or paper formats. In using these two sections, one should consult with the holding library. Finally, a directory of institutions describes the African-American collections of responding organizations, and includes the hours, addresses, and other practical information necessary to use the collections. (Author/DK)

ED 368 588 SO 022 834

Columbus and the Age of Discovery. Activity Guide.
SPONS. AGENCY- Xerox Corp., Rochester, N.Y.
PUB DATE- 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Controversial Issues (Course Content); *Instructional Materials; Learning Activities; Political Issues; Secondary Education; Social Studies; *Teaching Guides; Television; *World History
IDENTIFIERS- *Columbus (Christopher); *Columbus Quincentenary

This seven part teacher's guide is designed to accompany the Public Broadcasting System (PBS) television series, "Columbus and the Age of Discovery," and also may be used without viewing the programs. The guide features seven units that reflect the themes of the television series. The units are: (1) "Columbus's World"; (2) "An Idea Takes Shape"; (3) "The Crossing"; (4) "Worlds Found and Lost"; (5) "The Sword and the Cross"; (6) "The Columbian Exchange"; and (7) "In Search of Columbus". The focus of the units is on activities that are related to the subjects covered in the programs. The activities are designed to help students understand the world that produced Christopher Columbus, the cultures that existed in the Western Hemisphere before he arrived, the motivations behind his voyages, the resulting exchange, and the legacy of his encounter. In addition to the seven units and seven activities, the guide offers extensive reading and resource lists and student handouts that support the activities. The National Council for the Social Studies Position Statement on the Columbian Quincentenary also is included. (DB)

ED 368 589 SO 022 844

White, Caryn
The East Asian Resource & Education Program at Yale. A Catalogue of A.V. Materials, Resources, and Organizations.
PUB DATE- 93
NOTE- 210p.; The East Asian Resource and Education Center is an outreach program of the Council on East Asian Studies, Yale Center for International and Regional Studies.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132), Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Area Studies; *Asian Studies; *Audiovisual Aids; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; *Instructional Materials; *International Relations; *Regional

wide institutes and three, multi-state, regional institutes to examine what contributes to and what blocks successful community and school partnerships on behalf of arts in education. The study concentrated on partnership structures and partnership processes. These structures and processes were observed within individual collaborations as well as in city-wide cooperative support systems. Meeting participants depicted trends in funding, in school systems, and in arts organizations that affect community arts and school intersections. In the three regional meetings, participants described basic principles of collaboration and critical success factors. The study also revealed some common challenges to collaboration. The document lists values common to successful arts and education partnerships as: (1) assure equitable access to cultural experience; (2) value all cultures, assure cultural diversity of programs and participants; (3) value artistic quality in education; and (4) ensure that the arts are indispensably a part of education. A partnership development cycle is described. While coordination is the central or fundamental requirement, it is only part of six fundamental systems that together support arts in education partnerships: (1) coordination; (2) funding; (3) public policies and plans; (4) information and training; (5) advocacy; and (6) programming. Nine critical success factors include: (1) leadership and vision; (2) effective planning; (3) broad based community representation; (4) teacher participation; (5) artist participation; (6) public awareness and communication; (7) awareness of program catalyst; (8) site specific program design; and (9) ongoing assessment of the partnership. (DK)

ED 368 607 SO 023 451

A Review of Established Guidelines and Standards for International Education Travel and Exchange Programs for Students. Report of the Department of Education to the Governor and the General Assembly of Virgina. House Document No. 25.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *International Education; *International Educational Exchange; International Programs; Secondary Education; *State Standards; *Student Exchange Programs; *Study Abroad; Travel
IDENTIFIERS- *Council on Standards for Internat Educ Travel; Virginia

This study of existing guidelines and standards for international travel by students in local school divisions is the result of a Virginia Department of Education team effort over four months. The interdisciplinary team reviewed guidelines and standards for international travel and student exchange programs from major organizations and developed recommendations. The document includes a preface, executive summary, historical background, local concerns, a review of existing guidelines and standards, a discussion of the Council on Standards for International Educational Travel (CSIET) programs, and recommendations. Historical background shows increasing student travel abroad. Numerous organizations responded to student travel by developing tours or exchange programs to foreign countries. The variety in travel programs caused a need for guidelines and standards for evaluation purposes. Several groups provide guidelines and standards. The most comprehensive and widely accepted guidelines are those provided by the CSIET. Because this Council revaluates member organizations each year and

(055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Cultural Education; *Curriculum Development; Foreign Countries; Higher Education; *History Instruction; Instructional Materials; Multicultural Education; *Resource Units; Secondary Education; Seminars; Social Studies; Units of Study
IDENTIFIERS- *Brazil; Fulbright Hays Seminars Abroad Program

Sixteen participants in the Fulbright-Hays Seminar on the history and culture of Brazil traveled throughout Brazil from June 27 through August 2, 1992. At the end of the seminar 14 participants developed curriculum projects. Presented alphabetically by author, the 14 curricular projects cover aspects of Brazilian life and culture. Riva Berleant-Schiller presented a unit appropriate for university courses in geography and anthropology. William Blough proposed an outline for an undergraduate course on Modern Brazil. Patricia Cooper developed a unit on Brazil for an undergraduate course in teaching social studies in the elementary school. David Georgi geared his unit plan on Brazilian culture to focus on at-risk secondary students. Julie Kline emphasized environmental issues in Brazil for a teacher inservice. Dennis Konshak described an undergraduate college course on Brazilian film. Saralee Lamb compiled articles, facts, recommended readings, and video sources on Brazil. Alan LeBaron discussed Indian nationalism in Brazil. Ruth Ohayon looked at women's rights in Brazil. Jeffery Rosen presented two study plans for secondary history students. Robert Schwartz developed a six-part introduction to a text on Brazilian history for secondary students. Jerry Williams focused on unit assignments, lectures, publications, language training, and a symposium on Brazil. Craig Wilson described a course segment designed for an undergraduate government course. Sandra Wright outlined a course in Afro-Brazilian Literature. (CK)

ED 368 627 SO 023 777

Substance Abuse Prevention and Geography. Teacher's Resource Guide.
SPONS. AGENCY- National Geographic Society, Washington, DC.
PUB DATE- 91
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Children; Disease Incidence; *Drug Education; Elementary Secondary Education; *Geography; Health; *Health Education; Social Studies; *Substance Abuse; Teaching Guides
IDENTIFIERS- Connecticut

This guide integrates themes of geography with health issues of the 1990s to encourage healthy lifestyles and promote geographic literacy. Designed for use by social studies educators and educators responsible for teaching about substance abuse and related health issues, this guide includes lessons for kindergarten through 12th grade. After an overview section, the five themes of geography are presented in the second section: (1) location; (2) place; (3) human/environment interactions; (4) movement; and (5) regions. The third section gives teacher background information with five historical and geographic summaries to provide information for lesson presentations and to provide material and data for potential lessons. The fourth section contains background information for educators on cholera, the Bubonic Plague, and AIDS through

ED 368 646 SO 023 826

El Atrash, A. K.
The Contribution of Education to Cultural Development in the Arab States.
PUB DATE- Sep 92
NOTE- 11p.; Paper presented at the International Conference on Education (43rd, Geneva, Switzerland, September 14-19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Arabic; Arabs; Cultural Activities; Cultural Awareness; Cultural Background; *Cultural Education; Cultural Exchange; *Cultural Interrelationships; *Cultural Literacy; *Curriculum Development; *Educational Strategies; Foreign Countries; *Islamic Culture; Literacy
IDENTIFIERS- *Middle East

The Arab states with their rich background of Islamic and Arab civilizations are continuing their efforts to enhance cultural development either through different forms and levels of education or other activities. Attaining better interaction with other nations is the goal of these efforts. The process of coordinating educational and cultural strategies in Arab states evolves in the contexts of overall development plans that range from 3 to 9 years in duration. The focus for most countries in the region is the promotion of literacy and basic education. Funds for financing educational and cultural activities derive mainly from the government. The centrally designed curricula in each country reflect the incorporation of elements of national cultural heritage and traditional indigenous culture. The Arab states develop understanding and respect of individuals for national as well as other cultures by using Arabic, promoting linguistic and cultural exchanges, and organizing cultural activities. Implications for future development focus on the curriculum consisting of values, ideals, and life goals to achieve a better future for all and not on various disciplines to be learned. (CK)

ED 368 647 SO 023 828

McWhinnie, Harold James
On Arnheim. On Rudolph Arnheim's Contribution to Art Education.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art; Art Criticism; *Art Education; Art History; *Artists; *Art Products; Fine Arts; Higher Education; *Psychology
IDENTIFIERS- *Arnheim (Rudolf)

Rudolph Arnheim combined his knowledge of psychology with a love of art and interest in the artist. This paper describes his deep contact with the work of art in all of his endeavors and his almost single-handed establishment of a psychology of art movement in the United States. Rudolph Arnheim focussed his effort in writing and research rather than on participation in art education debates concerning research methods and course content. A review placed his major writing in the context of history and with implications for future research in art education. (CK) between curriculum designers and potential users is essential. As a result of creating an alternative that increased choices for teachers and focused on participation, students should become more skilled in actively participating in a democracy. (Author/DK)

ED 368 666 SO 023 878

Perotti, Antonio; And Others
The Programme of Experiments in Intercultural Education from 1986 to 1991. Final Educational Evaluation.
PUB DATE- 90
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Training; Cultural Awareness; Elementary Secondary Education; Foreign Countries; *Global Approach; *International Cooperation; *International Education; *Migrant Children; Migrant Education
IDENTIFIERS- Europe

This document reports on a five year series of experiments in intercultural education. The main lessons emerging from the project are summarized under four headings: (1) the new frame of reference in analyzing the problem; (2) new concepts and new educational aims and content; (3) results and limitations of the experiments in relation to the new frame of reference; and (4) prospects and proposed approaches. The document discusses a previous program that was developed to deal with the problems of educating the children of migrant workers in European countries. The need for a different system has developed as more migrants have settled permanently outside of their country of origin. With the increasing number of children who are born abroad, the concern is no longer merely for the school system to take into account the specific needs of one category of pupils, but to adapt teaching to the new requirements imposed by the multicultural, multidenominational, and often multiethnic context of society. In response to this need for conceptual refocusing, the realization emerged that training teachers in intercultural education was an important factor in constructing a Europe going beyond economic concerns. The new experiments had to be intended for all children whether local or immigrant, focused on a close link between cognition and education, respond to collective and individual needs, and aimed at integrating the child into the community, among other concerns. The results of the experiments included production of methodical working documents, placing in context certain experiments, collaboration between teachers and parents, and linking education at different levels. (DK)

ED 368 667 SO 023 883

Doughty, Ray
The South Carolina Framework for Music Education.
PUB DATE- 87
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Values; Creative Expression; *Curriculum Design; Curriculum Development; *Educational Objectives; Elementary Secondary Education; Guidelines; Music; *Music Appreciation; *Music Education; State Curriculum Guides

subjects, to determine their perceptions of the characteristics of effective teaching and whether teaching is an art or a science. A survey completed at the beginning of the semester by 35 students revealed that 20 percent perceived teaching to be an art, 23 percent viewed teaching as a science, and 57 percent felt that teaching was a combination, with a slight emphasis toward a science. Responses of 30 students at the conclusion of the semester revealed that 13 percent perceived teaching to be an art, 7 percent viewed teaching as a science, and the remaining 80 percent felt that teaching was a combination of both, with a slight emphasis toward an art. There were no significant differences in students' perceptions in the beginning and end of the semester regarding the characteristics of effective teaching. There were also no significant differences in responses to a statement concerning the effectiveness of microteaching to improve instruction. The Likert-type scale used in the study is appended. (JDD)

ED 368 683 SP 035 093

Hamilton, Anne C.; And Others
A Comparison of Interns' Concerns and Cooperating Teachers' Perceptions of Intern Concerns before and after Internship.
PUB DATE- Nov 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; *Cooperating Teachers; Elementary Education; Higher Education; *Perspective Taking; Preservice Teacher Education; *Student Teacher Attitudes; *Student Teachers; Student Teaching; *Teacher Attitudes; Teaching Experience
IDENTIFIERS- *Johari Window Model; Preservice Teachers

This study sought to identify and compare the concerns of teaching interns (N=56) with cooperating teachers' (N=37) perceptions of intern concerns before and after a 10-week internship period. To provide insight into the differences, the Johari Window framework, a technique used in group process programs to depict how individuals give and receive knowledge and beliefs about themselves and others, was employed. A survey instrument was developed based on written concerns stated by interns; the most frequently mentioned concerns were coded and collapsed with items classified as instructional, classroom management, discipline, and attitudinal. Findings included a significant difference in intern concern about how to handle a child who becomes violent and aggressive when reprimanded; the experience of cooperating teachers was reflected in anticipation of concerns that had not yet become important for interns, such as how to tell if a child is really sick; and cooperating teachers viewed the internship as the beginning of a lifelong process of professional development, while interns saw it as the completion of their college career. Figures depicting concerns adapted from the Johari Window framework are appended. (LL)

ED 368 684 SP 035 096

Richardson, Gloria D.
Student Teacher Journals: Reflective and Nonreflective.
PUB DATE- Nov 93

to review the literature and present six empirically derived dimensions underlying the construct of teacher empowerment. The dimensions were obtained from a study conducted on school empowerment in nine school districts across the country from 1989 to 1992. Empowerment has been defined as the process whereby school participants develop the competence to take charge of their own growth and resolve their own problems. Dimensions of teacher empowerment refer to: (1) participation of teachers in critical decisions that directly affect their work; (2) teacher impact as an indicator of influencing school life; (3) teacher status concerning professional respect from colleagues; (4) autonomy or teachers' beliefs that they can control certain aspects of their work life; (5) professional development opportunities to enhance continuous learning and expand one's skills; and (6) self-efficacy, the perception of having the skills and ability to help students learn. These dimensions advance the discussion of teacher empowerment beyond mere rhetoric and provide a framework for developing strategies to help teachers become more empowered in their work lives. (Contains 20 references.) (LL)

ED 368 702 SP 035 134

Taylor, Dianne L.; Tashakkori, Abbas
Predicting Teachers' Sense of Efficacy and Job Satisfaction Using School Climate and Participatory Decision Making.
PUB DATE- Jan 94
NOTE- 28p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Context Effect; *Educational Environment; Effective Schools Research; *Job Satisfaction; Longitudinal Studies; *Participative Decision Making; *Predictor Variables; Secondary Education; Secondary School Students; Secondary School Teachers; *Self Efficacy; Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- National Education Longitudinal Study 1988

This study examined the relationship of teacher decisional participation and school climate to teachers' sense of efficacy and their job satisfaction. Data came from the National Education Longitudinal Study of 1988 (NELS-88) project, involving 1,035 schools with eighth grade students, and from the 1990 follow up of 1,296 schools. The final data set involved 9,987 teachers and 27,994 ratings of students. Results indicate that school climate has a noteworthy association with job satisfaction; however, the relationship between climate and sense of efficacy is limited. Climate was found to be composed of three elements: principal leadership, faculty collegiality, and student discipline. Each of these climate components had a relatively strong association with teachers' feelings of job satisfaction. Participation in decision making did not explain as much of the variance in job satisfaction as the climate variables, and accounted for very little of the variance in teachers' sense of efficacy. Results tentatively suggest that satisfaction mediates the relationship between perceptions of school climate and a sense of efficacy. (Contains 35 references.) (JDD)

ED 368 703 SP 035 135

especially the use of Total Quality Management; (4) managing in a client/server environment, to minimize risks while optimizing rewards; (5) optimizing the infrastructure to meet the challenges of new networking access; and (6) information delivery to support the institutional mission in teaching, learning, scholarship, and research. In addition, the document contains papers from four stand-by presentations; summaries of the keynote address, general session addresses, current issues forums, poster sessions, special sessions, and constituent group meetings; and information about participating corporations. (JDD)

ED 368 260 HE 027 276

Managing Information Technology as a Catalyst of Change. Track I: Leadership during Times of Change.
PUB DATE- 94
NOTE- 86p.; In: Managing Information Technology as a Catalyst of Change. Proceedings of the CAUSE Annual Conference (San Diego, CA, December 7-10, 1993); see HE 027 275.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; Educational Change; Higher Education; *Information Management; *Information Systems; *Information Technology; Integrated Activities; *Leadership; Models
IDENTIFIERS- Arizona State University; *CAUSE National Conference; Chief Information Officers; Cornell University NY; *Distributed Computing; Kent State University OH; University of Alberta (Canada)

Eight papers are presented from the 1993 CAUSE conference track on leadership challenges facing managers of information technology during times of change at colleges and universities. Papers include: (1) "ASURITE: How To Avoid Creating a Distributed Computing 'Tower of Babel'!" (Neil Armann and others), which discusses the Arizona State University Rational Information Technology Environment; (2) "Integrating Computing Resources: A Shared Distributed Architecture for Academics and Administrators" (Monica Beltrametti), which describes the integrated electronic environment at the University of Alberta (Canada); (3) "Technology Planning for the Nineties: Responding to the Challenge To Do More Work with Fewer Resources" (Ilee Rhimes and Lawrence R. Kelley), which presents the results of an information technology planning study at Kent State University in Ohio; (4) "Lots of Data! No Information! (Why Universities and Colleges Do Not Take Full Advantage of Their Information Systems)" (Bethany M. Baxter), which calls for changes in organizational structure, resource allocation, and approaches to academic and administrative tasks; (5) "Leadership and the Changing Role of the Chief Information Officer in Higher Education" (Gary M. Pitkin); (6) "Strategies for Data Management Leadership: Why, Who, What, and How" (Lore A. Balkan and others); (7) "A Model for Change" (William R. Brunt); and (8) "Implementing Distributed Computing at Cornell University" (Mark Mara). (Some papers contain references.) (JDD)

ED 368 261 HE 027 277

Managing Information Technology as a Catalyst of Change. Track II: Leveraging People with Technology.
PUB DATE- 94
NOTE- 81p.; In: Managing Information Technology as a Catalyst of

issues, the courts have not recognized comparable worth claims because higher education supposedly functions under a market economy that is, by definition, unbiased. However, employers must now prove that their pay policies are not a result of discriminatory decision making. Gender inequity in higher education continues to exist. To help remedy these inequities, election of more women to the national legislature is urged as is the passing of a national family policy. (Contains 33 references.) (GLR)

ED 368 278 HE 027 294

Button, H. Warren; Corby, Betsey C.
SUNY's Centralization: Normal Schools as Precedents.
PUB DATE- Apr 91
NOTE- 30p.; Paper presented at "The Coming of the State University of New York" Conference (Brockport, NY, April 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Centralization; College Administration; Educational Finance; Educational History; *Governance; Higher Education; *Politics of Education; Progressive Education; Public Education; School Effectiveness; State Aid; State Colleges; Teacher Education
IDENTIFIERS- *New York; *Normal Schools; State University of New York

This report presents the historical background of New York State's normal school system, the system that predated the centralized organization of the State University of New York (SUNY) system. New York's first state normal school was established in Albany in 1844. Nineteen years later the state began to provide support for the normal school at Oswego. In the next 8 years, six more state normal schools were established; four more would be established later. Several of the normal schools formerly academies had already been under minimal control by the Regents. As normal schools they were subject to the control of the Superintendent of Schools, although their trustees retained considerable power. Central control was increased and became almost complete during the administration of Andrew S. Draper as Superintendent and Commissioner. Under progressive state governors and during the Depression, control of the normal schools by the State Department of Education increased further. (In the 1930s and early 1940s it was only slightly relaxed.) When the normals became the first components of SUNY, the State Assistant Commissioner for Teacher Education became Executive Dean in SUNY, bringing with him the precedents of centralization. Contains 53 reference notes. (Author/GLR)

ED 368 279 HE 027 295

Wachman, Marvin
The End of the Ivory Tower; Students, Administration and Community.
PUB DATE- 24 May 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Chicago, IL, March 24, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

discipline review itself. Appendices provide data on the expansion rates of students in higher education and results from a survey of law students concerning their rating of a law course and the law school. Contains 18 references. (Author/GLR)

ED 368 297 HE 027 314

Webb, Janis
Academic Support for Non-Traditional Students. Centre for the Study of Higher Education Research Working Papers, 93.7.
PUB DATE- Sep 93
NOTE- 52p.; Paper prepared in the Centre for the Study of Higher Education's Master of Education course "Higher Education Institutions and Their Functions." For related documents, see HE 027 308-318.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Academic Standards; Access to Education; *Ancillary School Services; *College Students; Educational Quality; Educational Trends; Equal Education; Foreign Countries; Higher Education; Minority Groups; *Nontraditional Students; School Holding Power; *Student Needs; *Student School Relationship; Undergraduate Study
IDENTIFIERS- *Australia; Diversity (Student)

Recent changes to the student profile in higher education and calls for improved graduation rates and better quality graduates have caused consternation among academics. Greater access to higher education by non-traditional groups is supported both ideologically and pragmatically. However, the disparate needs of such a student population has led to concern about the capacities of institutions and individual staff and students to meet the simultaneous calls for accountability. This paper argues for student support centers to assist transition to, and progress through, a course of study. A pedagogical stance appropriate for underpinning the operations of such a center is suggested, and the practical implications of the pedagogy are considered. Two propositions are discussed. First, initiatives which have led to the expansion of the student profile in higher education should be complemented by the provision of appropriate programs which assist students to meet the demands of study at the higher education level. Second, the approaches used by student support centers are critical for non-traditional students in linking educational access to academic success. Developing a cogent pedagogy to underpin the operations of these centers is essential, or else the services provided are likely to be ad hoc and consequently, much less efficient and effective. Contains 51 references. (Author/GLR)

ED 368 298 HE 027 315

Isaac, Anne
Equity or Equality? Students with Language Backgrounds Other Than English. Centre for the Study of Higher Education Research Working Papers, 93.8.
PUB DATE- Sep 93
NOTE- 64p.; Paper prepared in the Centre for the Study of Higher Education's Master of Education course "Higher Education Institutions and Their Functions." For related documents, see HE 027 308-318.
LANGUAGE- English

assumptions concerning international education exchange of first, the international education exchange community, and, second, the African-American student community. The study reviewed materials from published institutional literature for the assumptions held by the international education exchange community, and conducted a series of tape recorded interviews with eight African American students attending California State University (Los Angeles) to identify their assumptions concerning international educational exchange. Analysis of the data suggested that there may be a disproportionate cost paid by inner-city African-American students who study on campuses with an "international" focus. Students interviewed expressed the following attitudes: that new strains of racism and class prejudice are imported to their campus by foreign students; that foreign students shun, avoid and are afraid of African Americans; that, overall, there is no benefit to having foreign students on campus; and that, foreign students sap and divert institutional resources, take up needed classroom seats and contribute to an already tense racial environment. In addition, these Black students assumed they would be treated as objects of fear abroad and that institutional efforts keep them ignorant of opportunities for study abroad. (Contains 15 references.) (JB)

ED 368 316   HE 027 341

Butler-Kisber, Lynn
Psychological Safety of Women on Campus.
PUB DATE- 19 Nov 93
NOTE- 19p.; Paper presented at the "Women in Literature and Life" Assembly of the National Council of Teachers of English (Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Crime Prevention; Educational Facilities Improvement; *Females; Foreign Countries; Higher Education; *School Safety; Security Personnel; Urban Universities
IDENTIFIERS- *McGill University (Canada)

A safety audit took place at McGill University (Quebec, Canada) with special consideration of women's feelings of safety on campus. Initially, a mini-audit took place at the urban campus in and around several buildings with a group of students, faculty and staff and a representative from the local action committee on violence. The administration was approached for authorization and support of a broader project for the university at large. Teams were formed and attended a 2-hour training session on safety audits and to emphasize the importance that women feel safe. The audit took place with 41 teams one evening for 2 hours. The audits were summarized into one page which is appended to this report. The report helped to develop a night route through campus as well as a map indicating the route, the position of telephones, and other safety information. The report itself was simultaneously released to administration, participants, and the public. Implementation of the report's recommendations has resulted in new emergency phones, improved lighting, additional patrol cars, increased patrol frequency and other measures. A key development has been an institution-wide heightened awareness of women's psychological safety. Appended are the audit summary, the map of the night route, and additional materials. (Contains 18 references.) (JB) creation to final disposition. Components include systematic disposal of obsolete records, development of filing systems, and microfilming of selected records for efficiency and preservation. Such programs provide a number of advantages to local governments, particularly in cost effectiveness. Ways in which local programs must blend with state requirements are described. (SLD)

ED 368 335 IR 016 575

Schwartz, Stanley F.
Electronic Document Imaging and Optical Storage Systems for Local Governments: An Introduction. Local Government Records Technical Information Series. Number 21.
PUB DATE- 93
NOTE- 24p.; For related document, see IR 016 576.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Archives; *Computer Storage Devices; Documentation; Glossaries; *Information Storage; *Local Government; Optical Disks; Planning; *Program Implementation; *Records Management; Technological Advancement
IDENTIFIERS- *Electronic Document Imaging; New York

This publication introduces electronic document imaging systems and provides guidance for local governments in New York in deciding whether such systems should be adopted for their own records and information management purposes. It advises local governments on how to develop plans for using such technology by discussing its advantages and disadvantages and its relation to records management. Electronic document imaging systems are computer-based systems that capture images of paper documents through a scanner, index them to expedite retrieval, and store them on magnetic, magneto-optical, or optical media, in or near the computer. Electronic document imaging systems are not panaceas, but they can offer many advantages to a local government in terms of space saved, rapid and easy access, and the improvement of delivery, distribution, and security. This overview highlights records management issues such as hardware and software, records retention, disaster planning, authentication, system documentation, security, and legal issues. A glossary of imaging terms explains many common aspects of electronic document imaging. (SLD)

ED 368 336 IR 016 576

Schwartz, Stanley F.
Optical Storage Systems for Records and Information Management: Overview, Recommendations and Guidelines for Local Governments. Local Government Records Technical Information Series. Number 45.
PUB DATE- 93
NOTE- 17p.; For related document, see IR 016 575.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Archives; *Computer Storage Devices; Computer System Design; Data Processing; Information

California State Library. Volume 5, Sound Recording Data: History and Indexes to "Keeling Guide" Sound Recordings, Sorted by Title and Tribe. Volume 6, Sound Recording Data: Indexes to "Keeling Guide" Sound Recordings...; and "Rodriguez-Nieto Guide" Sound Recordings, Sorted by Title. Volume 7, Sound Recording Data: Indexes to "Rodriguez-Nieto Guide" Sound Recordings...; and All Hodgson Sound Recording Indexes.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 1,220p.; For Volumes 1-4: "Photographic Data" see IR 054 825-827.
LANGUAGE- English
EDRS Price- MF09/PC49 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indian Studies; *Audiotape Recordings; Cultural Background; Cultural Centers; Cultural Images; Cultural Traits; Indexes; *Library Collections; State Libraries; Tribes
IDENTIFIERS- *California; California State Library

The California Indian Library Collections (CILC) was funded with the aim of returning unique cultural materials in three media types--sound recordings, photographs, and text--to California's Native Americans and making the collections available to all citizens through their local libraries. This document includes volumes 5-7 of the finding guide, produced to provide access to the data from the three CILC collections of sound recordings featuring dances, songs, and legends: Keeling Guide, Rodriguez-Nieto Guide, and Hodgson. Volume 5 contains a history of the sound recording collections and an index to the Keeling Guide sound recordings sorted by title and tribe. Volume 6 contains indexes to Keeling Guide sound recordings, sorted by performer and audiotape number and Rodriguez-Nieto Guide sound recordings, sorted by title. Volume 7 contains indexes to Rodriguez-Nieto Guide sound recordings, sorted by tribe, performer and audiotape number and all Hodgson sound recording indexes. (JLB)

ED 368 355 IR 054 827

Davis-Kimball, Jeannine, Ed.
Finding Guide to the California Indian Library Collections: California State Library. Volume 8, Bibliographies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 435p.; For Volumes 1-7, see IR 054 825-826.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indian Studies; Cultural Background; Cultural Centers; *Cultural Images; Cultural Traits; Indexes; *Library Collections; State Libraries; Tribes
IDENTIFIERS- *California; California State Library

The California Indian Library Collections (CILC) was funded with the aim of returning unique cultural materials in three media types--sound recordings, photographs, and text--to California's Native Americans and making the collections available to all citizens through their local libraries. This finding guide includes instructions on how to order copies of written materials, followed by a guide to the bibliographic format used in the finding guide. The bibliographies in this section are

ED 368 375 IR 054 942

Sharma, Ravindra Nath, Ed.
Changing Dimensions: Managing Library and Information Services for the 1990s: A Global Perspective. Proceedings of the Asian/Pacific American Librarians Association Conference (Atlanta, Georgia, July 1, 1991).
PUB DATE- 94
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Differences; Futures (of Society); *Information Management; *Information Technology; International Communication; International Cooperation; *Library Administration; *Library Associations; Library Automation; Library Materials; Library Networks; *Library Planning; Library Services; *Technological Advancement
IDENTIFIERS- American Library Association; Information Age

The theme of the 1991 Asian/Pacific American Librarians Association (APALA) was "Changing Dimensions: Managing Library Information Services for the 1990s and Beyond." Members and speakers were invited to discuss this topic from all dimensions of library and information related fields. Presenters had the options either to write on actual issues or to conceptualize a futuristic phenomenon that will affect the management of library and information services. The following papers are included in this proceedings: "The Changing Dimensions: Managing Library and Information Services for the 1990s" (W. David Penniman); "Changing Dimensions: Managing Library and Information Services for the 1990s--A Global Perspective" (Vinod Chachra); "Internationalizing Libraries, Internationalizing Librarians" (Jordan M. Scepanski); "Enhanced Access to a Science Research Collection: Serials Analytics and TOC/DOC at Caltech" (Mary E. Ito); "Impact of Cultural Diversity and Technological Changes on Library Services in Academic Libraries" (Sushila Shah); and "Island InfoFiesta, 1990: A Review" (Chih Wang). Most of the papers contain references. (JLB)

ED 368 376 IR 054 943

Council on Library Resources, Inc. Thirty-Seventh Annual Report/1993.
PUB DATE- 93
NOTE- 64p.; For the 34th annual report, see ED 351 015.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Annual Reports; Demography; *Economic Factors; Financial Support; Futures (of Society); Global Approach; Information Literacy; *Libraries; Library Automation; Library Development; Library Planning; *Library Role; Problems; Program Development; Program Evaluation; Program Implementation; User Needs (Information)
IDENTIFIERS- *Council on Library Resources

The Council on Library Resources was created to address the problems of libraries and is now committed to the most significant library problem of all, ensuring that library resources are embraced as part of the solution for people who seek to solve their own problems and those of their communities and institutions. In this annual report, the Council assesses the environment in which it and the libraries it serves must multimedia resource package produced to support the development and operation of the partnership, this guide is designed to assist Head Start staff and librarians who show the video which is also included in the multimedia package. Topics covered in the guide are: potential programs for the video; suggestions for using the video in a workshop for staff awareness/development; a list of state library agencies for referral and resources; the complete script of the video; and a list of books discussed in the video. (JLB)

ED 368 397 IR 054 996

Public Libraries Serving Communities: Education Is Job #1.
PUB DATE- Mar 94
NOTE- 17p.; For the complete survey, see ED 363 358.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Library Research; *Library Role; *Library Services; National Surveys; *Public Libraries; Public Opinion; Social Attitudes; Users (Information)
IDENTIFIERS- *Library Research and Demonstration Program

This pamphlet summarizes the results of a national survey funded by the U.S. Department of Education which asked Americans how they perceived the role of the public library in their lives. Those surveyed included a cross section of the national population, minority groups, and community opinion leaders. Most of those surveyed regard public libraries as a very important source of support for their community's educational aspirations. The lower the education and income level of the public, the higher they rate the educational importance of their public library. The roles rated "very important" by at least 50 percent of the sample were: educational support center for students of all ages (88 percent); learning center for adult independent learners (85 percent); discovery and learning center for preschool children (83 percent); research center for scholars and researchers (68 percent); center for community information (66 percent); information center for community business (55 percent); comfortable, quiet place to read, think, or work (52 percent); and recreational reading center of popular materials (51 percent). (JLB)

ED 368 398 JC 940 132

Blau, Judith R.; Presler-Marshall, Elizabeth
Two-Year College Transfer Rates of Black-American Students.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Education; *Black Students; *College Transfer Students; Community Colleges; *Community Influence; *Context Effect; Day Care Effects; Higher Education; Institutional Characteristics; *Outcomes of Education; Performance Factors; *Racial Composition; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Transfer Rates (College)

To examine the relationship between school and community characteristics and the transfer of black students from two- to four-year colleges, a study was conducted of black transfer learn other disciplines and a system of checks and balances is maintained between the disciplines. The chairs of such departments, however, are faced with unique considerations. First, they must create an inclusive departmental identity through departmental meetings and off-campus retreats in which faculty can identify and discuss goals, interests, and needs that all the disciplines share. Second, chairs must understand the size and politics of the department and identify common interests to offset any rivalry between disciplines. Third, it is important that chairs set standards for good teaching, while at the same time learning what methods work in which discipline. Fourth, it is imperative that chairs become knowledgeable about the disciplines in their departments by listening to faculty, reading, or taking courses with leading faculty. Fifth, chairs must provide leadership for all the disciplines represented in the department, and sixth, they must inevitably share decision-making duties with faculty. Finally, chairs should promote professional development activities. Faculty multidisciplinary departments also have responsibilities, including sharing information with the chair and other faculty about their discipline and accepting each other as colleagues. (Includes four sample problem situations in a multi-disciplinary department.) (ECC)

ED 368 415 JC 940 220

Witt, Allen A.; And Others
America's Community Colleges: The First Century.
PUB DATE- 94
NOTE- 344p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Accreditation (Institutions); *College Role; *Community Colleges; Educational History; Educational Theories; *Educational Trends; Enrollment Trends; Institutional Mission; Organizational Development; *School Expansion; Sociocultural Patterns; *Socioeconomic Influences; *Two Year Colleges
IDENTIFIERS- American Association of Junior Colleges

Tracing the nationwide development of the American community college from initial concept to its present position as the largest and fastest-growing sector of higher education, this book relates the development of the colleges to social and economic conditions in the country. Following a foreword and preface, the first two chapters examine the roots of the "people's colleges" and review the ideas of such founders of the community college movement as William Rainey Harper, John Grant, and J. Stanley Grant. Chapter 3 tracks the movement's expansion from the Midwest to the West and describes the first national study of community colleges in 1918. Chapters 4 and 5 review the socioeconomic influences on community colleges from 1920-29 and describe the status of the colleges in California, Texas, Illinois, Missouri, North Carolina, Iowa, Kansas, Michigan, Arkansas, and Oklahoma in 1929. The founding of the American Association of Junior Colleges is detailed in chapter 6, as well as the American Council on Education's adoption of standards for junior college accreditation in 1922. Chapters 8, 9, and 10 chart the effects of the Second World War, the GI Bill, and the Cold War on community colleges, while chapter 11 provides a state-by-state status report on junior colleges in 1959. Chapters 12 and 13 discuss urban expansion, open door admission policies, faculty recruitment, the incorporation of new technologies, minority programs, international expansion, federal aid and private funding, and college responses to the

ED 368 432 JC 940 242

Stalker, Sandy; Whitney, Terri
Journey Home: A Multimedia Work in Progress on Homer's Odyssey.
PUB DATE- 15 Jan 94
NOTE- 20p.; Paper presented at "Reinventing the Community College," the Annual Computer Conference of the League for Innovation in the Community College (10th, Nashville, TN, November 14-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classical Literature; Community Colleges; *Computer Software; *Educational Technology; Epics; Learning Laboratories; Learning Strategies; *Multimedia Instruction; Pilot Projects; *Program Content; *Program Design; Two Year Colleges
IDENTIFIERS- *Odyssey

In 1992, North Shore Community College received a grant to develop a multimedia program for literature instruction based on Homer's "Odyssey." Rather than providing the text of the work, the program, "Journey Home," provides access to a wide array of related materials related to the "Odyssey," including 150 excerpts from critical essays, articles, and poetry; 30 video segments; 15 music excerpts; and 100 art works and photographs. The main menu provides students with the option to click on mythology, religion and the gods, Odysseus' journey, characters in the poem, astronomy, Homer and his world, craftsmanship and technology, archeology, sources and language, and a help section. The program was pilot-tested in two World Literature classes, one using the program in a lab only, while the other used it in both the classroom and lab. Observations based on the pilot testing included the following: (1) students expressed a desire for more access to labs; (2) instructors found that students were tempted to play with the program during lectures and students in the lab only class had some trouble navigating the program; (3) the program was most effective when specific assignments were given, rather than allowing students to wander through the material; and (4) instructors found that the computers tended to block their view of students and that helping students with computers during class was disruptive. In general, the response to the program was enthusiastic and the academic performance of students using the program improved. (KP)

ED 368 433 JC 940 243

Griffith, Marlene; Connor, Ann
Democracy's Open Door: The Community College in America's Future.
PUB DATE- 94
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *College Role; *Community Colleges; Educational Assessment; *Educational Trends; Nontraditional Students; *Open Enrollment; Politics of Education; Relevance (Education); Two Year Colleges; *Two Year College Students

Community colleges concentrate on the neglected first two years of college; raise educational levels of underprepared students;

read and write. An 8-week parent workshop on literacy development and a community tutor program trained selected workshop participants to act as tutors to other parents. Twenty-five parents, most of whom did not have a high school degree, and their 34 children who took part in the 8-week workshop were evaluated based upon pre- and posttest surveys, pre- and postworkshop interviews, videotape recordings, field note data, and group interviews. A further 75 students were selected from all classes within Lethbridge Park Elementary School to serve as control subjects. It was found that the TTALL program: (1) positively affected parent-child interaction; (2) offered parents new literacy strategies; (3) helped parents choose resource materials and books more effectively; (4) increased parents self-esteem; and (5) increased children's literacy performance levels, attitudes, and interests. Fifteen workshop graduates took part in the community tutor training program, and began tutoring 30 parents after the completion of their training. An evaluation of the tutoring experience found that both tutors and parents gained self-esteem and literacy skills. (MDM)

ED 368 450 PS 022 024

Engel, Brenda S.
Valuing Children: Authentic Assessment Based on Observation, Reflection and Documentation.
PUB DATE- 17 Nov 93
NOTE- 13p.; Paper presented at the New England Kindergarten Conference (Cambridge, MA, November 17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Educational Assessment, Educational Attitudes; *Educational Change; *Educational Policy; *Educational Theories; Elementary Secondary Education; *Holistic Approach; Models; Portfolios (Background Materials); Public Opinion; *Whole Language Approach

Education is presently undergoing a paradigm shift, with some teachers, parents, and administrators interested in new ways of thinking about teaching and learning, while others are skeptical or even resistant to new ideas in education. The Whole Language movement, and holistic education in general, is in danger of being tossed aside like the "New Math" of the 1960s. The current shift of paradigm in education can be described as a shift toward "meaning," the energy behind both growth and learning. The influence of the paradigm can be seen in the Whole Language and process writing movements, in the National Council of Teachers of Mathematics' Standards, in hands-on science education, and in the multiple perspectives or meanings in the new social studies. School assessment and evaluation are also changing, with more emphasis on helping teachers and children in the classroom work together in the most productive ways possible. (MDM)

ED 368 451 PS 022 055

Gardner, Howard
The Unschooled Mind: How Children Think & How Schools Should Teach.
PUB DATE- 91
NOTE- 303p.
LANGUAGE- English

Designed for parents, this booklet provides parents with information about encouraging literacy in young children in the format of a children's book with illustrations from various works by noted children's illustrator Tomie dePaola. The booklet emphasizes the importance of reading to and with children, stressing that reading helps children learn about language, prepares them for entry into school, helps them overcome problems, and brings joy, amazement, and inspiration to their lives. Specific sections discuss: (1) what parents can do to teach their children to love books; (2) reading to infants; (3) reading to toddlers; (4) bedtime books; (5) starter and participation books for beginning readers; (6) reading to preschoolers; (7) holiday reading; (8) reading to early readers; (9) problem-solving through books; (10) sharing books with older children; (11) specific genres of reading materials; and (12) the importance of the library for children of all ages. Each section contains related illustrations, quotations, and recommended books. (MDM)

ED 368 471 PS 022 178

Gullo, Dominic F.
Understanding Assessment and Evaluation in Early Childhood Education.
PUB DATE- 94
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Classroom Observation Techniques; Curriculum Development; Developmental Stages; *Early Childhood Education; *Educational Assessment; Educational Change; Educational Testing; Elementary Education; Evaluation Criteria; *Informal Assessment; Learning Readiness; School Readiness; Screening Tests; *Standardized Tests; Test Reliability; *Test Validity
IDENTIFIERS- *Alternative Assessment; Conceptual Frameworks; Developmentally Appropriate Programs; Portfolio Performance Appraisal Systems

This book is intended to help early childhood practitioners develop the essential understanding they require for appropriate use of assessment and evaluation information and to illuminate many of the issues involved in formal and informal assessment and evaluation. The chapters are: (1) "Assessment and Evaluation in the Early Childhood Years"; (2) "Putting Early Childhood Assessment and Evaluation in Perspective"; (3) "Evaluation from a Developmental Perspective"; (4) "Formal Assessment and Evaluation Instruments and Procedures"; (5) "Making Informed Decisions about Formal Assessment and Evaluation"; (6) "Testing and School Readiness"; (7) "Informal Assessment and Evaluation Procedures"; (8) "Alternative Forms of Assessment"; and (9) "Integrating Alternative Assessment Procedures into the Early Childhood Curriculum." Appendixes contain a glossary of assessment instruments in early childhood education, and a case study of one school's attempt at developing an alternative assessment program. Contains over 100 references. (HTH)

ED 368 472 PS 022 179

Wood, Chip

DESCRIPTORS- *Adolescents; Child Caregivers; *Child Development; *Child Health; *Children; *Clinical Diagnosis; Health Materials; Health Personnel; *Medical Evaluation; Pediatrics; Reference Materials; Symptoms (Individual Disorders)

This ready reference health guide features 240 major topics that occur regularly in clinical work with children and adolescents. It sorts out the information vital to successful management of common health problems and concerns by presentation of tables, charts, lists, criteria for diagnosis, and other useful tips. References on which the entries are based are provided so that the reader can perform a more extensive search on the topic. The entries are arranged in alphabetical order, and include: (1) abdominal pain; (2) anemias; (3) breathholding; (4) bugs; (5) cholesterol, (6) crying, (7) day care, (8) diabetes, (9) ears, (10) eyes; (11) fatigue; (12) fever; (13) genetics; (14) growth; (15) human bites; (16) hypersensitivity; (17) injuries; (18) intoeing; (19) jaundice; (20) joint pain; (21) kidneys; (22) Lyme disease; (23) meningitis; (24) milestones of development; (25) nutrition; (26) parasites; (27) poisoning; (28) quality time; (29) respiratory distress; (30) seizures; (31) sleeping patterns; (32) teeth; (33) urinary tract; (34) vision; (35) wheezing; (36) x-rays; (37) yellow nails; and (38) zoonoses, diseases transmitted by animals. (TJQ)

ED 368 493   PS 022 247

Gammage, Philip, Ed.; Meighan, Janet, Ed.
Early Childhood Education: Taking Stock.
PUB DATE- 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Child Development; Childhood Needs; Curriculum Development; *Early Childhood Education; *Educational Attitudes; Educational Needs; *Educational Policy; Federal Legislation; Government Role; Language Acquisition; *Nursery Schools; Preschool Curriculum; Professional Development; School Readiness; Teacher Education
IDENTIFIERS- British National Curriculum; *British Nursery Schools; Education Reform Act 1988 (England); England; Wales

Noting that whereas British primary schools are admirable, provision of preschool education is uneven, this book examines the questionable changes brought on by recent government policies, and the consequences of those changes, enjoining policymakers to change their attitude toward early childhood education and improve the mesh between nursery and primary schools. Following an introduction about the effects of policy on quality early childhood provision, the chapters are as follows: (1) "Why Not Happiness? Reflections on Change and Conflict in Early Childhood Education" (Marian Whitehead); (2) "Four Year Olds in School: Cause for Concern" (Jenefer Joseph); (3) "The Professional Identity of Early Years Teachers: Challenges and Constraints" (Iram Siraj-Blatchford); and (4) Early Childhood Education...Where Are We Now?" (Rosalind Swann and Philip Gammage). The book concludes with a postscript, listing ten points of good practice in early childhood education. References are included with each chapter. (HTH)

ED 368 494   PS 022 252

Addington, Brenda Burton; Hinton, Samuel
Developmentally Appropriate Practices in the Primary Program: A

(ED), Washington, DC.
PUB DATE- 93
NOTE- 175p.; For Literature Review, see PS 022 350.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Community Involvement; *Educational Assessment; *Educational Change; Educational Policy; Government Role; Homework; Intermediate Grades; Junior High Schools; Middle Schools; *Parent Participation; Parents as Teachers; Parent School Relationship; *School Community Programs; *School Community Relationship; School Restructuring
IDENTIFIERS- *Reform Efforts

These five commissioned papers explore the relationship between educational reform and parent and community involvement for middle-grade education. The papers are: (1) "Comprehensive Districtwide Reforms in Parent and Community Involvement Programs" (Nancy Feyl Chavkin), on the resources and skills that school districts already have and those they can develop to improve parent and community involvement and increase students' educational success; (2) "School Restructuring to Facilitate Parent and Community Involvement in the Middle Grades" (Janet H. Chrispeels), on five major issues regarding how to change or restructure middle schools and middle-grade education to involve parents and community in students' learning; (3) "School and Family Partnerships in the Middle Grades" (Joyce L. Epstein and Lori J. Connors), presenting an overview of middle-grade students, families, and schools as well as a theory and framework to help build successful partnerships; (4) "Activities in the Home that Support School Learning in the Middle Grades" (Diane Scott-Jones), on homework as the focus of home learning activities in the middle grades and four levels of parental involvement--helping, valuing, monitoring, and doing--from a lifespan human development perspective; and (5) "Bringing Schools and Communities Together in Preparation for the 21st Century: Implications of the Current Educational Reform Movement for Family and Community Involvement Policies" (Patrick M. Shields), on the implications of the current reform agenda for governmental policies concerning the involvement of communities, families, and parents. Each paper includes references. (HTH)

ED 368 513 RC 019 103

Orr, Alberta L.; Kaarlela, Ruth
The Seven Module Curriculum on Aging, Vision Loss and Independent Living Skills. A Training Model To Teach Community Outreach Workers To Train Elderly Blind and Visually Impaired American Indians Independent Living Skills: Focus on Family Rehabilitation.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 90
NOTE- 167p.; For related document, see RC 019 104.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adaptive Behavior (of Disabled); Aging (Individuals); *American Indians; Blindness; Community Health Services; *Daily Living Skills; Health Personnel; Learning Activities; *Older Adults; *Paraprofessional Personnel; *Rehabilitation; Training Methods; Training Objectives; *Visual Impairments

group or organizational, and community or systems development. (SV)

ED 368 530 RC 019 549

ESEA Chapter I: Region C Technical Assistance Center. Annual Report: July 1, 1992 through June 30, 1993.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 93
NOTE- 124p.; Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; Curriculum Development; Data Analysis; Disadvantaged; Early Childhood Education; Elementary Secondary Education; *Federal Programs; *Inservice Education; Parent Participation; Program Evaluation; *Program Improvement; Staff Development; Technical Assistance
IDENTIFIERS- Elementary Secondary Education Act Title I; *Technical Assistance Centers; *United States (Southeast)

Region C Technical Assistance Center (TAC) and Region 3 Rural Technical Assistance Center (R-TAC) provide Chapter I support and technical assistance to state and local education agencies in Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. Region C encompasses a mix of urban centers and rural districts, some of which have only two or three schools. Within the rural regions, there is a large population of disadvantaged families and children and an increasing number of migrant families. This annual report contains: (1) plans and priorities for technical assistance, emphasizing change-oriented solutions and direct assistance in investigating alternatives to conventional instruction; (2) a statistical summary of services by type of service and state; (3) descriptions of sponsored conferences and trainer-of-trainers sessions; (4) state summaries of technical assistance, particularly in the areas of program improvement, curriculum and instruction, parent involvement, and evaluation; (5) reports on a Dade County project, the Chapter 1 Test Information Center, the Region C Electronic Bulletin Board System, and the Migrant Student Record Transfer System National Survey; (6) accounts of TAC staff training; (7) a list of outreach and awareness activities; (8) documentation of TAC Directors' meetings; and (9) a list of coordination activities between TAC and R-TAC. Appendices include a description of the role of TACs and R-TACs, conference and seminar agendas, and tables of TAC activities. Contains numerous data tables and figures. (KS)

ED 368 531 RC 019 550

Carlson, Robert V.
A Case Study of the Impact of a State-Level Policy Designed To Improve Rural Schools in the State of Vermont. Occasional Paper No. 36.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Change; *Educational Improvement; Educational Innovation; Educational Legislation;

Science Education Partnerships. Manual for Scientists and K-12 Teachers.
PUB DATE- 93
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Grants; Mathematics Education; *Partnerships in Education; School Business Relationship; Science Curriculum; *Science Education; Science Programs; Science Teachers; Scientists; Summer Programs; *Teacher Education; Technology Education
IDENTIFIERS- Systemic Change

Many involved in science education reform agree that one ingredient of future science education programs should be effective partnerships. Partnerships often will embrace people and organizations who traditionally have not been involved in science education. This book offers "how to" guidelines for forming effective science education partnership. Listed below are chapters and authors included in the book: (1) "A Framework for Science Education Partnerships" (Art Sussman); (2) "10-Step Recipe for Starting a Partnership Program" (Bruce M. Alberts); (3) "Perspective of a School District Superintendent" (Interview: Ramon Cortines); (4) "One on One Partnerships (David States, Susan Brady, and Art Sussman); (5) "One Partner's Story" (Mike Morgan); (6) "Industry Initiatives for Science and Math Education" (Brian Kearney, Marie Earl, and Karin Rosman); (7) "Training the Scientific Community" (Hector Timourian); (8) "University Research Expeditions Program" (Jean Colvin); (9) "A School of Education Extension Service Model" (Pam Castori); (10) "Putting the Focus on Preservice Science Education" (Glenn Crosby); (11) "City Science-Defining a Role for Scientists in Elementary Science Education" (Margaret Clark); (12) "Science at the Core: Shedding New Light on Partnerships (Cary Sneider, Christopher DeLatour, and Karen Mendelow); (13) "Summer Workshops and a Mobile Van as Catalytic Vehicles" (Interview: Lane Conn); (14) "Bay Area Science and Technology Education Collaboration" (Ken Epstein); (15) "Partners in Implementing Curriculum Change" (Jacqueline Barber, Cary Sneider, Katharine Barrett, and Stefan Gair); (16) "The Making of GEMS: Partners in Developing Curriculum" (Jacqueline Barber); (17) "Attracting Underrepresented Precollege Students to Mathematics and Science Disciplines" (Shelby Givens); (18) "One Shot Activities: Speakers' Bureau and Seminar Series" (David States and Margaret Clark); (19) "Student Ownership of Scientists' Visits" (Dean Muller); (20) "Partnership Activities of Health Professional Students" (JoAnne Miller, Gregory Arent, and Sarah Spence); (21) "The Student Lesson Plan Contest" (Art Sussman); (22) "Science and Societal Issues Symposium" (Susan Brady); (23) "Summer Research Opportunities for Students & Teachers" (Margaret Clark); (24) "My Summer in the Alberts Lab" (Moses Kim); (25) "Perspective of a Program Evaluator" (Interview with Mark St. John); (26) "The Turing Test as an Evaluation Method" (Mark St. John); (27) "Raising Money from the Private Sector" (Dennis Hartzell); (28) "The Grant Donor/Recipient Partnership" (Kathryn Carey); (29) "Raising Money from the Public Sector" (Art Sussman); (30) "Resources for Science Education Partnerships" (Art Sussman); (31) "To Challenge Our Cities" (Leon Lederman); (32) "Perspectives on Systemic Change" (Mark St. John); and (33) "Ameristroika and the Art of Science Education" (Art Sussman).

plant and care for trees. Activities 9 and 10 enable the students to create a living classroom in which they plant their historic tree. Activities 1-8 teach about the trees and other ecosystem elements of the Living Classroom by having students write tree stories, use trees to show that observing environmental change can help understand history, measure tree size, learn the values of trees for people, introduce the concepts of habitat and interdependence, study the forest's ecosystem, and examine the importance of trees in urban areas. Sections within each lesson contain the concept, behavioral objectives, subjects integrated, skills developed, prerequisites, time and materials needed, background information, procedures to implement the lesson, and possible extensions. Additional information includes a glossary of 38 terms and a tree selection guide that list tree characteristics. (MDH)

ED 368 570 SE 054 333

Piburn, Michael D.
Three Hypotheses about Domain Specific Background Knowledge and Achievement in Science.
PUB DATE- Mar 94
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March 29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Psychology; Concept Formation; Educational Research; Elementary Secondary Education; Intelligence; Knowledge Level; Problem Solving; *Science Education; Scientific Attitudes; *Scientific Concepts; *Thinking Skills
IDENTIFIERS- *Domain Knowledge

The purpose of this paper is to test three hypotheses about background knowledge that arise from the literature of cognitive psychology. The data base consists of the matrices of correlation coefficients that have been accumulated as part of an ongoing meta-analysis of factors influencing attitude and achievement in science. A search of the "Journal of Research in Science Teaching" from 1983-1992 yielded 44 articles which contained a total of 186 usable correlation coefficients. Hypothesis #1 states: A large amount of the variance in measured intelligence results from the effects of background knowledge. This hypothesis was rejected. Hypothesis #2 states: A large amount of the variance in measured cognitive level results from the effects of background knowledge. This hypothesis was accepted. Hypothesis #3 states: A large amount of the variance in measured achievement in science results from the effects of background knowledge. This hypothesis was accepted provisionally, and only in the case of procedural knowledge. In summary, the results of the paper indicate that a well-balanced program of science education addressing general intellectual skills, higher order problem solving, and scientific reasoning skills is preferable to one concentrating on background knowledge, and particularly to an over-emphasis on declarative knowledge. (PR)

ED 368 571 SE 054 334

Russett, James A.
Telecommunications and Pre-Service Science Teachers: the Effects

Programs; *Research Tools
IDENTIFIERS- China; Global Education; Japan; Korea; *Yale University CT

This document consists of an annotated bibliography of publications, audio visual materials, and other items available through Yale University's East Asian Resource and Education Program. The document begins with a discussion of the program, its goals and objectives, teacher and school projects, publications, and special events. There is also a description of the East Asian Education Resource Center and Library. The paper describes materials available through the program, which appear under the major headings "China," "Japan," "Korea", "Asia," "Asian Americans," and "International/Global." A discussion of "Organizations at or Affiliated with Yale" subdivides topics into descriptions of libraries, galleries and collections, and organizations and associations. Subject and title indexes conclude the document. (SG)

ED 368 590 SO 022 864

Kniep, Willard M., Ed.; Danant, Joelle, Ed.
Educating about Development: Lessons Learned. Development Education Annual 1989. Volume One.
PUB DATE- 89
NOTE- 49p.; The American Forum for Global Education is funded in part by a Biden-Pell grant from the United States Agency for International Development (USAID).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Developing Nations; *Foreign Policy; *International Relations; Needs Assessment; Program Evaluation
IDENTIFIERS- *Agency for International Development; *Development Education

This document was created to serve as a major networking tool of the National Clearinghouse on Development Education (NCoDE). The purpose of the document is to share state of the art practices and common concerns among the expanding development education community. Among the items in the publication is an interview with Elizabeth Hogan, coordinator of the USAID Biden-Pell program. There is also an interview with U.S. Senator Joseph Biden and an analysis of the seven-year history of the Biden-Pell program. The document presents four case studies of programs that have received Biden-Pell funding. Interviews with U.S. Senator Nancy Landon Kassebaum and Congressman Donald Pease also appear, as does an article about creating a collaborative agenda on development education. An NCoDE needs assessment concludes the document. (SG)

ED 368 591 SO 022 873

Granstam, Ingrid
Importance and Consequences of International Contacts. Report No. 7.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Females; Foreign Countries; Higher Education; *International Communication; *International Educational Exchange; Nursery Schools; Science Instruction; *Sciences; *Science Teaching Centers; Scientific and Technical

publishes its results as public information, this report recommends the standards of the CSIET to local school divisions. The guidelines are meant to serve as a reference for local school divisions. Programs are judged by: (1) educational perspective; (2) organizational profile; (3) financial responsibility; (4) promotion; (5) student selection and orientation; (6) student placement; (7) operations; (8) student insurance; and (9) adherence to government regulations. Because the CSIET standards are thorough, comprehensive, widely accepted, and consistently updated, they are recommended to local Virginia school divisions for answering questions and making decisions concerning international travel for students. Appendices include a list of resource personnel and a list of seven resource agencies. (DK)

ED 368 608 SO 023 579

Gaddis, John Lewis
The Nature of Contemporary History. Occasional Paper.
PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Controversial Issues (Course Content); Higher Education; *Historiography; *History Instruction; Modern History; Primary Sources; Secondary Education; Social History; *Student Attitudes

This document addresses the importance of teaching contemporary history. The failure to teach contemporary history leaves students ill equipped to deal with the present and the future, and also ensures that they will have little interest in the history of other times. Because memory is the central organizing principle in peoples minds, the prospect of the nation losing its collective memory is an appalling prospect. Teaching history is difficult because citizens live in a present-oriented culture that forces most history teachers to cram their subject into a present-oriented curriculum that allows it little room. The single greatest impediment to the effective teaching of history is the tendency on the part of teachers and textbooks to separate the past from the present. Until the late 19th century, most historians did not believe that the past had to be separated from the present. The idea of stopping history short of the present was the result of professionalization as academic historians sought to establish their field as an autonomous discipline. History is controversial, and fear of controversy is why history teachers shy away from relating the past to the present. But history can transmit acquired skills from one generation to another by: (1) overcoming ignorance and egocentrism; (2) enabling people to see the work of long term forces; (3) teaching about contingency; and (4) showing how human behavior, tectonic forces, and contingency can intersect one another. (DK)

ED 368 609 SO 023 617

Sewall, Gilbert T., Ed.
Social Studies Review, Numbers 1-12, 1989-1992.
PUB DATE- 92
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

historical and geographical facts, tables, charts, maps, and lessons for a variety of situations. The fifth section provides three lessons each for grades K-3, grades 4-6, grades 7-9, and grades 10-12. The final section includes information on AIDS cases, crime, substance abuse, adolescents, and programs in Connecticut along with available resources on health information, geographic information, and drug prevention videotapes. (CK)

ED 368 628 SO 023 783

Makedon, Alexander
Humans in the World: Introduction to the Educational Theory of Radical Perspectivism.
PUB DATE- 14 Nov 92
NOTE- 14p.; Paper presented at the Annual Conference of the Midwest Philosophy of Education Society (Chicago, IL, November 14, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Educational Objectives; *Educational Philosophy; *Educational Theories; Elementary Secondary Education; *Hidden Curriculum; Higher Education; Moral Development; Philosophy; Role Playing; Teaching Methods
IDENTIFIERS- *Radical Perspectivism

This paper argues for radical perspectivism in education and provides an introduction to the goals of perspectivist education, the teaching methods, and the curriculum along with addressing moral education and the underlying assumptions of the theory. Radical perspectivism stresses that to really understand something, it must be considered from a variety of human and non-human perspectives and out of the diversity of perspectives arises an understanding of the universe as a whole. The five goals of radical perspectivist education are: (1) understanding the world from human and non-human perspectives; (2) seeing self as an integral part of the world; (3) representing the world through us; (4) visualizing the world's universal possibilities; and (5) thinking of concrete steps to stop destroying the world's universal possibilities. The teaching methods proposed for students to learn about the world in perspectivist education began with the use of the conventional curriculum and an awareness of the assumptions contained within it. The next step was to use role playing to learn about perspectives. In the third step, the students analyzed the role playing with various activities and the fourth step had students rewrite the curriculum with instructor assistance. The fifth and final step concluded with the students beginning to think of ways to expand the universal possibilities of the world and self. Objections to perspectivist education addressed the problems of animism, human-like intentions, and inanimate world-parts intentions. The last issue focused on moral education from a radical perspectivism. (CK)

ED 368 629 SO 023 788

McWhinnie, Harold J.
Aesthetics from Below: Possible or Impossible? (A Factor Analytic Study.)
PUB DATE- 88

ED 368 648 SO 023 830

La Pierre, Sharon D.
A Portrait Study. Expression Anchored by Tradition: A Young Native American Artist's Struggle and Growth To Be Creative.
PUB DATE- 94
NOTE- 12p.; Paper presented at the Annual Conference of the National Art Education Association (Baltimore, MD, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; *Artists; *Creative Art; *Creative Development; *Creative Expression; *Creativity; Creativity Research; Higher Education; Social Science Research; Social Values
IDENTIFIERS- Native Americans; *Portrait Study

The focus of this program was to explore a young Native American's artistic growth and expressiveness to gain insight into how the contemporary lifestyle of this individual was affected by traditional upbringing and values. The study examined a young Navajo woman's way of life in an attempt to discover what influences affected her ability to create as an artist, and how she coped with the influences of the past and contemporary worlds. The paper introduced the portrait study, a form of research in which a framework is applied to characterize an artistic endeavor that concentrated on one individual's personal growth within a larger community of artists as expressive spatial thinkers. The researcher attempted to become a learner socialized into the subject's world under investigation through a flexible interchange of knowledge. The study found that the participant was able to see connections between ideas and concepts very quickly and to jump from one idea to another and then come back again. This process was not sequential in nature, but rather a mental process that dealt with problem solving as an ongoing activity related to her life and to being an artist. The subject saw her Native American and artistic commitments as inseparable from her desire to speak the truth about her reality. They combined to create an atmosphere that allowed her to be expressive as an individual, but at the same time the making of art was an extension of her sense of space. (DK)

ED 368 649 SO 023 835

Ohrn, Deborah Gore, Ed.
Homes in History.
PUB DATE- 93
NOTE- 33p.; For related issues see ED 339 631, ED 349 215, ED 346 014, ED 360 222, and ED 359 117.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022)
DESCRIPTORS- Childrens Literature; Elementary Education; *Housing; *Learning Activities; Maps; Puzzles; *Reading Materials; *Social Studies; *State Government; *State History
IDENTIFIERS- *Iowa

This issue of "The Goldfinch," an Iowa history magazine for children, focuses on issues relating to housing. Articles address such subjects as homelessness, neighborhood history, architecture, and local folklore. One student activity is the "Building Blocks" game that calls upon students to fill in

IDENTIFIERS- South Carolina

This document is a South Carolina curriculum model that identifies four broad areas of study. These components, which should be present in all music education courses, are: (1) aesthetic perception and concept development; (2) creative expression and skills development; (3) music heritage, both historical and cultural; and (4) aesthetic valuing, or application of knowledge and skills. The first component consists of sound generations and modifications, pitch, rhythm, harmony and texture, form, tempo, dynamics, and timbre. The second component consists of singing, playing, movement, reading and writing music, creating, and listening. The third component consists of personal, musical, social and historical heritage. The fourth component is made up of cultural background, judgment, function of music, music structure and elements, and valuing. Goals and objectives are given for each component. This section is followed by an overview and content divided by the grade levels kindergarten to grade 2, grades 3 to 5, middle school, and high school. The final portion of the framework contains model learning objectives that are specific for the various instructional settings found in the public schools of South Carolina, such as general music, instrumental music and band, string orchestra, vocal music, music theory, music appreciation, and various advanced placement settings. The framework details outcomes of instruction in music that are recommended goals for the comprehensive and balanced program of learning experiences for students. A listing of 21 references is included in an appendix. (DK)

ED 368 668 SO 023 886

Welter, Cole H., Ed.
The Alaska Journal of Art, 1989.
SPONS. AGENCY- Getty Center for Education in the Arts, Los Angeles, CA.
PUB DATE- 89
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Alaska Natives; *Art Education; *Art History; *Art Teachers; Curriculum Development; Elementary Secondary Education; Fine Arts; Rural Schools; *Visual Arts
IDENTIFIERS- *Alaska; *Discipline Based Art Education; Getty Center for Education in the Arts

The inaugural issue of this annual journal explores issues affecting art education practices in Alaska and seeks to contribute to a national dialogue on art education policy. "Art as General Education" (Harry S. Broudy) addresses the essential value and nature of the arts in general education. It argues for visual arts education as a key to unlocking students' full potential. Three articles touch on various aspects of discipline based art education (DBAE). "DBAE: Opening a Bridge between Art History and Art Education" (David Ebitz) discusses the need for art historians to seek new working relationships with art educators, and the role art history can and should play in primary and secondary schools. "Improving Art Education in Alaska through Discipline-Based Art Education" (Katherine Schwartz) discusses DBAE implementation methods in relation to Alaska schools. "The Getty Center's Attempt to Transport the Crude and Refine An Alternative Fuel for Art Education" (Maurice J. Sevigny) draws parallels between the Alaska oil spill in Prince William Sound, and the efforts of DBAE proponents to transport crude curriculum theory into refined

NOTE- 45p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Conceptual Tempo; Cooperating Teachers; Critical Thinking; Discipline; Higher Education; Preservice Teacher Education; Primary Education; School Policy; Self Concept; *Student Journals; *Student Teachers; Student Teaching; Success; *Teaching Experience; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Mississippi State University Meridian; *Reflective Inquiry; *Reflective Teaching

This qualitative study, conducted at Mississippi State University-Meridian Campus, examined the journal of a student who was given directions to reflect on her student teaching experiences in prescribed areas and ways, and the journals of two students who were not given any directions concerning the content of their journals. The directed student was asked to record specific reflections on teaching methods, self-as-teacher, discipline, school-wide policies, and the relationship of teacher preparatory coursework to actual practice. Examination of the contents of the student teachers' journals revealed strong similarities despite the fact that they had received different instructions. The directed student did not exhibit greater depth or breadth of reflection but did report a greater sense of success than the other student teachers reported. The general commentary centered on their perception that theoretical coursework did not prepare them for the reality of the recordkeeping and classroom organization that were required. Comments on discipline also surfaced as a distinct pattern. The paper recommends that student teachers be more thoroughly taught observational skills and the necessity of thinking critically about what is observed. (JDD)

ED 368 685 SP 035 097

Sledge, Alinda C.; And Others
Affective Domain Objectives in Volunteer Courses for Postsecondary Teachers.
PUB DATE- Nov 93
NOTE- 46p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Affective Objectives; Community Programs; Continuing Education Units; *Credit Courses; Education Majors; Higher Education; *Humanitarianism; *Human Services; Preservice Teacher Education; Social Responsibility; State Universities; Student Attitudes; Student Development; *Student Educational Objectives; Student Participation; *Student Volunteers
IDENTIFIERS- Delta State University MS; Service Learning; *Volunteerism

Delta State University (Mississippi) encourages the development of the affective domain of its students, including its education majors, through their participation in a course called Volunteering in the Community. This paper reviews the concept of service learning and the findings of a Brevard Community College (Florida) survey concerning students' service

Munro, John
Facilitating Effective Learning and Teaching.
PUB DATE- Jan 94
NOTE- 24p.; Paper presented at the International Conference on School Improvement and Effectiveness (Melbourne, Victoria, Australia, January 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; *Learning Processes; Program Effectiveness; Program Implementation; Secondary Education; *Teacher Effectiveness; *Teacher Improvement; Teaching Methods; Values; Values Clarification
IDENTIFIERS- Australia (Victoria); Teacher Researchers

This investigation monitored the perceived effectiveness of a professional development program, called Facilitating Effective Learning and Teaching, in improving teacher practice. The program assumes that improvement is likely when the participants understand and value the learning process and themselves as learners and teachers. Program components included a challenge for change on the part of individual teachers, teachers operating as learners, and implementation of learned ideas in the classroom. The program examined the following aspects of learning: the meaning of learning; individual ways of learning; attitudes; students displaying what they know; facilitating the learning of new ideas; managing concentration; learning by reading, writing, and listening; facilitating remembering; learning in different contexts; students learning to organize themselves as learners; and monitoring learning. Evaluation of the program with 78 secondary teachers in Melbourne (Australia) showed that the quality of teaching and learning can be improved by increasing the school community's understanding and valuing of the learning process and individual variation in learning. Positive outcomes from the program included an increased preparedness to examine change by teachers, the fostering and legitimizing of positive attitudes towards classroom change, and a preparedness to be involved in change processes. (JDD)

ED 368 704 SP 035 137

Easterly, Jean L., Ed.
Promoting Global Teacher Education: Seven Reports.
PUB DATE- 94
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Awareness; Elementary Secondary Education; Foreign Countries; *Global Approach; Higher Education; Inservice Teacher Education; International Communication; International Educational Exchange; *International Studies; *Perspective Taking; Preservice Teacher Education; Teacher Educator Education; *Teacher Educators
IDENTIFIERS- Egypt; *New World Order; New Zealand; *Preservice Teachers; Sweden

This book addresses the following questions from a number of perspectives: (1) what is global education? (2) what does "globally aware" mean? (3) what does it mean to teach with a global perspective? and (4) what must teacher educators do to prepare themselves and their students for an increasingly more

Change. Proceedings of the CAUSE Annual Conference (San Diego, CA, December 7-10, 1993); see HE 027 275.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; Educational Change; Higher Education; *Information Management; Information Needs; *Information Systems; *Information Technology; *Leadership; Program Implementation; Resource Allocation; Strategic Planning; Users (Information)
IDENTIFIERS- Bryant College RI; *CAUSE National Conference; Cincinnati Technical College OH; George Washington University DC; University of Delaware; University of Pennsylvania; Weber State University UT; Whitworth College WA

This track of the 1993 CAUSE Conference presents eight papers on how information technology can help people in institutions of higher education do their jobs more effectively. Papers include: (1) "Implementing a Culture of Change: The Five-Year Transformation of The George Washington University" (Walter M. Bortz); (2) "Empowering the User" (Terrence J. Glenn and Victor P. Mechley), which describes implementation of a new administrative information system at Cincinnati Technical College in Ohio; (3) "User-Driven Training--A Strategy for Support" (Ken Pecka), which discusses a training program at Whitworth College in Washington; (4) "The End-User's Desktop: New Center of the Computing Universe" (James H. Porter); (5) "Architecture and Re-engineering: A Partnership for Change at the University of Pennsylvania" (Linda May and others); (6) "Successful Planning from the Bottom-Up" (Eric Jacobson and Dolly Samson), which examines how strategic computer planning at Weber State University (Utah) begins with faculty identifying their needs; (7) "The Art and Politics of Re-engineering under Crisis Conditions" (Lynn A. DeNoia), which reviews a re-engineering project at Bryant College in Rhode Island; and (8) "Doing More with Less: A Pragmatic Approach to Getting the Work Done" (Laura M. Hofstetter and Maria E. Mullin), which demonstrates how the University of Delaware dealt with reduced staffing via information technology. (Some papers contain references.) (JDD)

ED 368 262 HE 027 278

Managing Information Technology as a Catalyst of Change. Track III: The Impact of Quality.
PUB DATE- 94
NOTE- 78p.; In: Managing Information Technology as a Catalyst of Change. Proceedings of the CAUSE Annual Conference (San Diego, CA, December 7-10, 1993); see HE 027 275.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Change Strategies; Computer Software; Decision Making; Educational Change; Evaluation Methods; Higher Education; *Information Management; *Information Systems; *Information Technology; Leadership; *Quality Control; Strategic Planning; *Total Quality Management; Users (Information)
IDENTIFIERS- *CAUSE National Conference; Harvard University MA; Tufts University MA; University of Connecticut; University of Kansas

The 1993 CAUSE Conference included eight papers on the adoption of Total Quality Management (TQM), in its various forms, by

(150)
DESCRIPTORS- Academic Freedom; College Faculty; College Role; Colleges; Court Litigation; Diversity (Institutional); Educational Change; Ethnic Groups; *Faculty College Relationship; *Government School Relationship; Higher Education; History; *Institutional Autonomy; Minority Groups; *Politics of Education; *School Community Relationship; *Social Change; Student School Relationship; Universities
IDENTIFIERS- Diversity (Faculty); Diversity (Student)

This paper argues that the "Ivory Tower" stereotype of higher education no longer exists and that this is not only due to increased regulation, litigation, and unionization, but also to greater diversity, both ethnically and racially, within student bodies, faculty, and staff. It states that colleges and universities no longer operate under the principle "in loco parentis", under which colleges and their administrators act in the place of parents for students, making decisions as they see fit. Also discussed are reductions in institutional autonomy due to the charter granting and accreditation powers of states; the issue of tax exemption status; and court litigation regarding such matters as grading, admission into professional schools, tenure for professors, employment, and sexual and racial discrimination or harassment. Despite the premise that the Ivory Tower may by gone, there are still good reasons for colleges and universities to operate, in the intellectual sense, at arms length from society. Among these reasons is the argument that institutions of higher education must have the unobstructed freedom to seek truth and instruct students in an independent, dispassionate manner. (GLR)

ED 368 280 HE 027 296

Thaller, Eva A.
Program and Career Perceptions of Undergraduate Students Majoring in Fine Art.
PUB DATE- Dec 93
NOTE- 343p.; Doctoral Dissertation, University of Tennessee.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Business Skills; Career Counseling; Creative Expression; *Education Work Relationship; *Employment Level; *Fine Arts; Higher Education; Interviews; Outcomes of Education; Relevance (Education); Research; Skill Development; *Student Needs; *Student Reaction; Surveys; Undergraduate Students; Visual Arts

This study investigated the attitudes of students majoring in Studio Art concerning their education and their ability to find suitable employment after graduation. A qualitative study involving participant observation, a written survey completed by 22 respondents, and in-depth interviews with 6 informants revealed the following: (1) 41 percent of the respondents gave getting a better job as one of their reasons for attending college; (2) the primary focus of their educational experience was creating artworks; (3) none of the respondents had gone to the campus Career Services Center for help; (4) 82 percent felt their business and marketing skills were weak, yet considered these skills essential for Studio Artists; and (5) many felt that their education was specifically geared for preparing them for graduate work in art. Generally, respondents believed that they would have a difficult time after graduation: 50 percent were expecting to find themselves doing menial or odd jobs in order to make a living and that their standard of living would likely be at or below the current poverty line. Students

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Access to Education; College Students; Cultural Differences; Cultural Influences; *Equal Education; Ethnic Groups; Foreign Countries; Higher Education; *Limited English Speaking; Minority Groups; Outcomes of Education; *Special Needs Students; *Undergraduate Study
IDENTIFIERS- *Australia; *Diversity (Student); University of Melbourne (Australia)

This paper reviews participation patterns of migrants, refugees, and permanent residents with language backgrounds other than English (LBOTE), at Australian universities in general, and the University of Melbourne in particular. It critically examines the effectiveness of current measures designed to improve the opportunities and university experiences of LBOTE students. Finally, the educational outcomes of this target group are considered in an attempt to establish whether equity policies actually facilitate equality in the case of LBOTE university students and what indicators can be used to gauge the effects of these policies. The report has four main findings: (1) it is important not to treat LBOTE people as a single set when considering the disadvantages they may experience and to maintain disaggregated data on these groups; (2) academic difficulties are caused both by language barriers and culturally-dissonant learning styles as well as the specific social pressures faced by the target groups; (3) students have difficulty accessing specialist provisions due to an overall fragmentation of equity initiatives between institutions, and sometimes within them; and (4) there is a dearth of documentation on the outcomes experienced by the target groups. Findings show that obstacles posed by conflicts between LBOTE students' home and educational cultures and by having to develop proficiency in academic language skills and adapt to new learning styles are disadvantages to many of these students. Contains 35 references. (GLR)

ED 368 299 HE 027 316

Marginson, Simon
Markets in Australian Higher Education. Centre for the Study of Higher Education Research Working Papers, 93.9.
PUB DATE- Sep 93
NOTE- 46p.; For related documents, see HE 027 308-318.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Colleges; *Educational Economics; Educational Policy; Expenditures; Fees; *Financial Support; Foreign Countries; Foreign Students; *Government School Relationship; Higher Education; Institutional Advancement; *Marketing; Private Financial Support; *Universities
IDENTIFIERS- *Australia

This paper provides an overview of the development of markets in Australian higher education, with implications drawn for teaching, research, and management. It notes that while many institutions' market activities appear to be developing spontaneously, these changes are also common responses to the policy/cultural environment in which higher education institutions now find themselves. The paper's first part presents a theoretical description of the different markets in higher education and some of their characteristics. The argument draws on Hirsch's concept of education as a positional good. Using this framework, the second section summarizes the

ED 368 317 HE 027 342

Schwier, Richard A.
Some Reflections on Scholarly Review and Academic Publication.
PUB DATE- Jun 94
NOTE- 13p.; Paper presented at the Annual Conference of the Association for Media and Technology in Education in Canada (Lethbridge, Alberta, Canada, June 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Electronic Publishing; *Faculty Publishing; Foreign Countries; Higher Education; *Peer Evaluation; Research; *Scholarly Journals
IDENTIFIERS- *Canadian Journal of Educational Communication

This paper argues that the scholarly review process in refereed academic journal publishing restricts research creativity and timeliness, promotes inertia, and wastes resources. The publishing process of a Canadian journal (The Canadian Journal of Educational Communication), published three times annually, which uses a blind referee process is described as an example. The paper details a manuscript's journey from initial administrative check, to editorial review, to peer reviewer selection, to peer review, to publication decision, to return to author for suggested revisions, to final check. Benefits to this process are identified such as opportunities for valuable critical commentary helpful to other academics, sifting of the best material for publication, convenient method of discrimination for tenure evaluation, establishment of professional standards for research and scholarship, and keeping costs down. Drawbacks to peer review are also described and they include reviewer bias, discouragement of the exploration of fringe topics, and a generally slow pace of scholarly change. The long time taken by peer review also causes many articles to go unpublished. Finally the process of producing print-based journals is costly. The paper suggests that more journals move to alternative electronic formats which would allow publishing of everything submitted and rapid introduction of material into the academic marketplace. (JB)

ED 368 318 HE 027 343

Schwartz, Peter; Webb, Graham
Case Studies on Teaching in Higher Education. Teaching and Learning in Higher Education.
PUB DATE- 93
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Classroom Techniques; *College Instruction; *Faculty Development; Higher Education; Instructional Improvement; Teacher Effectiveness; Teacher Improvement; *Teacher Student Relationship; Teaching Methods

This volume offers 20 case studies of classroom situations selected to stimulate college teachers to think about a wide array of problems they may face. All the situations were written by ordinary teachers who actually faced the incidents which they describe. Preceding each case is a brief paragraph identifying "Issues Raised" and another paragraph giving background information. Each case study is in two or three

Storage; *Information Systems; Lasers; *Local Government; *Optical Disks; Planning; *Records Management; Technological Advancement
IDENTIFIERS- Computer Components; *Imaging; New York

This publication discusses optical storage, a term encompassing technologies that use laser-produced light to record and store information in digital form. The booklet also discusses how optical storage systems relate to records management, in particular to the management of local government records in New York State. It describes components of such systems, discusses advantages and disadvantages of optical storage, and specifies guidelines and recommendations to ensure accessibility and intelligibility of records. Although such systems are currently being used in a small number of local governments in New York, interest in the technology is increasing. Optical disk is the most common optical storage medium. Optical disks for data storage are generally rewritable (erasable) or write-once (nonerasable; or write once, read many times), and should be distinguished from the more common Compact-Disc-Read Only Memory (CD-ROM). Typically an imaging system with optical storage consists of hardware, software, storage media, and peripheral devices, all of which are discussed. Advantages and disadvantages of components and the system as a whole are discussed. (SLD)

ED 368 337 IR 016 588

Hodes, Carol L.
Delivery System Preferences of Nontraditional Learners.
PUB DATE- 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Global Awareness Society (2nd, New York, NY, July 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Bachelors Degrees; College Students; Computer Anxiety; Computer Assisted Instruction; *Correspondence Study; Degree Requirements; *Delivery Systems; Educational Media; Educational Technology; Higher Education; Intermode Differences; Likert Scales; Media Selection; *Nontraditional Education; Professional Development; *Student Attitudes
IDENTIFIERS- *Preference Data; *Print Media

Developers of distance education courses need to determine the best and most efficient delivery systems. Traditional print-based correspondence courses are thought to prevail in the technological age because of inertia of administrators and instructions, but it is important to know the preferences of the adult learners who are the usual nontraditional consumers of such courses. The 26 subjects in this study were students in a for-credit correspondence course that is an upper-level elective for bachelor's degree candidates. They responded to a 7-item Likert scale asking about media preferences for distance education and attitudes toward correspondence courses. There was strong agreement that the print-based course is more convenient than a traditional classroom course or computer-based courses. Preference for print course formats was also obvious compared with computer-network, floppy disk, and videotape formats. Because the subjects were all technical professionals, fear or anxiety about computers was not thought to be a confounding influence. Learner preference and technology gaps will keep the print-medium course in use for some time to come. (Contains 14 references.) (SLD) divided into two types: tribal bibliographies and a general bibliography. The tribal bibliographies represent the textual materials pertaining to each of the specific tribes represented in the holdings of the Sonoma County collection of the CILC. The general bibliography is the composite guide to all written materials. There are five types of citations represented in these bibliographies: books; reprints of books; chapters or parts of books; journal articles; and unpublished materials. Three pieces of information are included in each citation: the California State Library call number; the libraries where the work is held; and the tribes treated in the work. (JLB)

ED 368 356 IR 054 872

School Library Snapshots: A Brief Survey of Illinois School Library Collections in Three Areas of Science.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication (Thought Transfer); Elementary Secondary Education; Federal Aid; Financial Support; Learning Resources Centers; Library Associations; Library Collection Development; *Library Collections; Library Services; Library Surveys; Needs Assessment; *School Libraries; Science Education; *Sciences; State Aid; State Surveys; Tables (Data)
IDENTIFIERS- Illinois; Library Funding

To study the strengths and weaknesses of Illinois school library collections in science and to quantify the need for increased funding for collection development, a survey was completed by over 400 members of the Illinois School Library Media Association. Topics of interest were astronomy, space, the solar system, general biology, ecology, human anatomy, physiology, and hygiene. The findings present a series of snapshots that indicate that the majority of school libraries in Illinois have inadequate book collections in these vital areas of science education. Not only are there too few books on the shelves, there are many that are seriously outdated and sometimes inaccurate. The most obvious reason is lack of money. Only 50% of respondents received any federal funds in 1991-92, indicating that block grants are not being spent on libraries. Many respondents considered the survey useful in analyzing local collections, because 64% did not know whether or not their libraries met state goals. Since the survey only included members of the state school library association, it is assumed that many other school libraries are in worse shape. Recommendations are made for improvement centering on better communication and coordination and working for increased funding. Nine tables and three figures present study findings. (SLD)

ED 368 357 IR 054 882

Vavrek, Bernard
Assessing the Role of the Rural Public Library.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 54p.; For related document, see ED 332 721.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Females; Library Research; *Library Role; *Library Services; National Surveys; Needs Assessment; *Public

operate as characterized by: (1) a switch to a service-based society, (2) an increased emphasis on accountability, (3) the changing demographic makeup of the United States, (4) increasing globalization of institutions, and (5) a troubled economy in the United States and worldwide. The annual report describes both completed and initiated programs in the Council's program areas (human resources, economics, infrastructure, access/processing) as it gives a picture of current activities. A special insert, "Shaping a Foundation for the Future," by Robert Gurwitt, examines these unsettling times for libraries. The organization's financial report includes breakdowns for various projects. (SLD)

ED 368 377 IR 054 944

Burnheim, Robert
Information Literacy: The TAFE Scene.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; College Libraries; *Competence; Computer Literacy; *Delivery Systems; Economic Factors; Foreign Countries; Information Dissemination; *Information Literacy; Lesson Plans; Library Role; *Library Services; Pilot Projects; Postsecondary Education; Skill Development; *Technical Education; Units of Study; Vocational Education
IDENTIFIERS- *Australia; *TAFE (Australia)

The concept of information literacy is explored and the major issues to be developed in its pursuit of technical and further education (TAFE) in Australia are considered. Information literate people are those who have learned how to learn because they know how knowledge is organized, how to find it, and how to use it so that others can learn from them. Australia faces strong competition to remain a viable competitor in the international market. The new types of education and education delivery systems that are developing are essential to the nation's preparedness in the age of information literacy. Research has identified competencies that are required for the information literate. Library activities conducted by TAFE college libraries in Australia are summarized. A major accomplishment is the development of teaching modules in the area of information literacy. Pilot versions have been forwarded to all TAFE libraries in Queensland for testing and evaluation. (Contains 4 references.) (SLD)

ED 368 378 IR 054 945

Walker, Geraldene; Janes, Joseph
Online Retrieval: A Dialogue of Theory and Practice. Database Searching Series.
PUB DATE- 93
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Access to Information; *Bibliographic Databases; Higher Education; Library Education; *Online Catalogs; *Online Searching; Online Systems; Reference Services; Relevance (Information Retrieval); *Search Strategies; Subject Index Terms; Thesauri; Vocabulary

rates and institutional characteristics at 53 colleges in North Carolina. Transfer data were obtained from the National Center for Academic Achievement and Transfer and linked to demographic information on schools and counties in National Center for Educational Statistics files for 1991. Analyses of the data revealed the following: (1) with respect to institutional characteristics, larger colleges showed higher black transfer rates than smaller colleges, although the percentage of black students in the college population as a whole was negatively related to black transfer rates; (2) the existence of day-care facilities was positively correlated to transfer rates; (3) while a vocational emphasis at an institution had no effect on black transfer rates, higher ratios of black to white students in such programs resulted in lower transfer rates, indicating that disproportionately minority programs are often devalued and lead to further inequalities; (4) with respect to community characteristics, mean income was positively related to transfer rates; (5) while the percent of black residents in a community was also positively related to transfer, colleges in predominantly black communities had greater percentages of black students and disproportionately more blacks in vocational programs, both of which depressed the transfer rate and offset net positive effects. Contains 22 references. (KP)

ED 368 399   JC 940 133

Blau, Judith R.; And Others
The Expansion of Two-Year Colleges: Tests of Institutional and Political Economy Theories in a Dynamic Model.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
PUB DATE- 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Planning; Community Colleges; Economic Factors; Education Work Relationship; *Labor Needs; *Organizational Theories; Politics of Education; Population Growth; *Predictive Validity; *School Construction; School Expansion; Socioeconomic Influences; Trend Analysis; *Two Year Colleges

Traditional theoretical explanations for the rate of expansion of educational institutions have included the "organizational ecology" model of new foundings as a function of population density, the "institutional theory" argument that foundings are responsive to societal/consumer demand, and theories of political economy which describe foundings as products of capitalist interests and expansion. To test predictions from each of these theories, an analysis was conducted of two-year colleges between 1942 and 1979, a period which represented the most rapid expansion of the colleges. Founding dates of two-year institutions in 28 states were identified; the number of other postsecondary institutions in the states was determined; and state populations, per capita incomes, election data, and other variables were determined from U.S. census data. Study findings included the following: (1) analyses of population changes indicated that new foundings usually accompanied population growth, though for two states the opposite was true; (2) state affluence, as measured by per capita income, was directly related to increased foundings; (3) the existence of both large manufacturing sectors and diverse industrial sectors increased foundings, indicating that these interests translated their need for trained labor into educational policies; and (4) "baby boomers" from 1960-69. Chapter 14 reviews college responses to declining enrollment and new, non-traditional student populations in the 1970's, while the final chapter examines efforts to attract new students in the face of dropping enrollment from 1980-1992. Contains approximately 500 references. (KP)

ED 368 416   JC 940 221

O'Banion, Terry; And Others
Teaching & Learning in the Community College.
PUB DATE- 94
NOTE- 327p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Outcomes Assessment; *Community Colleges; Educational Quality; Educational Technology; Faculty Development; Learning Resources Centers; *Learning Strategies; *Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; *Teaching Methods; Two Year Colleges

Based on the premise that the purpose of teaching is to help students make passionate connections to learning, this book presents information on the context of teaching and learning in the community college, model practices and programs, and outcomes of effective teaching for teachers and institutions. The following 16 chapters are provided: (1) "Teaching and Learning: A Mandate for the Nineties," by Terry O'Banion; (2) "Creating a Climate for Teaching and Learning," by John E. Roueche and Suanne D. Roueche; (3) "Leadership for Teaching and Learning," by Robert H. McCabe; and (4) "Policy to Support Teaching and Learning," by Kay M. McClenney; (5) "The Assessment Movement: Implications for Teaching and Learning," by Peter T. Ewell; (6) "Improving Opportunities for Underprepared Students," by Richard C. Richardson, Jr. and Diana B. Elliot; (7) "Transformative Faculty Development: Realizing the Promise Through Classroom Research," by Thomas A. Angelo; (8) "Involving Faculty in TQM Through Classroom Assessment," K. Patricia Cross; (9) "The Community College Teacher as Scholar," George B. Vaughan; (10) "Enriching Teaching and Learning Through Learning Communities," by Roberta S. Matthews; (11) "Transforming Teaching and Learning Through Technology," by Don Doucette; (12) "A Contemporary View of Teaching and Learning Centers for Faculty," by Kurt Lauridsen; (13) "The Miami-Dade Community College Teaching/Learning Project," by Mardee Jenrette and Vince Napoli; (14) Measuring Teaching Effectiveness," by Richard L. Alfred; (15) Rewarding and Recognizing Community College Faculty: Breaking Set to Support Teaching and Learning," by Nancy Armes LeCroy; and (16) "Guidelines for Auditing the Effectiveness of Teaching and Learning," by Terry O'Banion. References are included with most chapters. (KP)

ED 368 417   JC 940 222

Pappas, Richard J., Ed.
Strategic Marketing for Presidents.
PUB DATE- 94
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Administrator Role; College Planning; *College Presidents; Community Colleges; *Fund Raising; Government

educates and trains students to be qualified, skilled workers; and re-educates those whose skills are outdated; and those who have college degrees but no work skills. Drawing from interviews with community college students, faculty, and administrators, this book seeks to demonstrate the value of open-door institutions of higher learning which are being threatened by budget cuts and public and professional misunderstandings and misperceptions. The book contains 10 chapters: (1) "The New Educational Reality," which dispels the myth that college students are all 18-year olds enrolling in four-year colleges; (2) "David and Connie: Writing Their Own Educational Scripts," which profiles two students with nontraditional educational paths; (3) "Community College Students: Diverse Goals, Diverse Paths," which examines community colleges' responses to many different needs; (4) "Builders of Community, Agents of Change," which explores the colleges' role in and responsibility to the community; (5) "Teaching Today's Students," which urges teachers to find new ways to teach the changing population; (6) "Initiating the Uninitiated: The Uses of Language," which delves into the area of teaching underprepared, illiterate, or non-English speaking students; (7) "Educating a Vital Workforce," which takes on the topic of vocational education; (8) "Big and Bold: Democracy's Colleges," which examines the commonalities and differences between community colleges; (9) "Keeping the Door Open: History and Change," which offers a historical perspective; and (10) "Community College Issues: What Is Success?," which suggests more relevant ways to measure success than numbers of students transferring to four-year institutions. (KP)

ED 368 434   JC 940 244

Paradiso, James; Pawlowski, Krzysztof
From the Grass: An Interview with Dr. Krzysztof Pawlowski, Rector of WSB-NLU in Nowy Sacz, Poland.
PUB DATE- Dec 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration Education; *Business Education; Business Education Teachers; Business English; *Educational Administration; *Educational Finance; English (Second Language); Foreign Countries; Higher Education; *International Cooperation; Interviews; *Partnerships in Education; Teacher Evaluation; Teacher Recruitment; Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Wyzsza Szkola Biznesu (Poland)

This document provides a transcript of an interview with Dr. Krzysztof Pawlowski, founder and president of the Wyzsza Szkola Biznesu (Higher Business School) of National-Louis University (WSB-NLU), the first private higher business school licensed by the Polish Ministry of Education. First, Dr. Pawlowski describes his initial establishment in 1991 of the Podhale Business School (PBS), a post-secondary institute for secretaries and managers in Nowy Sacz to address the shortage of professional people in post-communist Poland. Then, the PBS is described, indicating that it opened in October, 1991, with 64 students, providing a general two-year program in intensive English and computer and secretarial skills, with the best students recruited for a third year or the manager program. Then, the foundation of the WSB-NLU in 1992 is described, reviewing Dr. Pawlowski's initial contacts with and proposal to

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Academic Achievement; Cognitive Development; *Cognitive Style; *Educational Change; *Educational Needs; Educational Objectives; Educational Practices; Educational Quality; *Elementary Secondary Education; Humanities Instruction; Instructional Materials; Learning Processes; *Learning Theories; *School Restructuring; Science Instruction; Social Sciences
IDENTIFIERS- Reform Strategies

Examining the question, "Why are children not mastering what they ought to be learning in school?," this book merges cognitive science with educational agenda to show how incompatible children's minds and natural patterns of learning are to current educational materials, practices, and institutions, making a case for restructuring the schools. The chapters in the book are divided into three parts. The first part examines the characteristics of the "natural" learner. The second part explores the characteristics of educational institutions, and the third part presents a reconceptualization of education for the purpose of understanding. The chapters are: (1) "Conceptualizing the Development of the Mind"; (2) "Initial Learnings: Constraints and Possibilities"; (3) "Knowing the World through Symbols"; (4) "The Worlds of the Preschooler: The Emergence of Intuitive Understandings"; (5) "The Values and Traditions of Education"; (6) "The Institution Called School"; (7) The Difficulties Posed by School: Misconceptions in the Sciences"; (8) More Difficulties Posed by School: Stereotypes in the Social Sciences and the Humanities"; (9) "The Search for Solutions: Dead Ends and Promising Means"; (10) "Education for Understanding during the Early Years"; (11) "Education for Understanding during the Adolescent Years"; and (12) "Toward National and Global Understandings." (HTH)

ED 368 452 PS 022 062

Sesame Street PEP Handbook. Second Edition.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 93
NOTE- 288p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Childrens Literature; *Cultural Awareness; Enrichment Activities; Family (Sociological Unit); *Language Skills; *Learning Activities; Literacy; Preschool Education; Program Guides; Reading Attitudes; *Self Esteem
IDENTIFIERS- *Developmentally Appropriate Programs; Emergent Literacy; *Sesame Street

This handbook for early childhood educators describes the Sesame Street PEP, an educational enrichment program for 3- to 5-year-olds that makes learning a fun and challenging adventure by using the educational goals of the Sesame Street show, children's books, and developmentally appropriate activities. This program seeks to: (1) stimulate children's natural curiosity; (2) help children learn about the world around them; (3) provide opportunities for children to develop to their full

Yardsticks: Children in the Classroom Ages 4-12.
PUB DATE- 94
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Age Differences; *Child Development; Cognitive Development; *Developmental Stages; Elementary Education; Elementary School Curriculum; *Individual Development; Language Acquisition; Physical Development; Preschool Curriculum; Preschool Education; Psychomotor Skills; Reference Materials; Social Development
IDENTIFIERS- *Developmentally Appropriate Programs

This book provides teachers and parents with a quick reference on important childhood developmental issues. It explains what children should be learning and doing in the classroom at each developmental stage, ages 4 through 12. The book begins by discussing how developmental issues can affect administrative and classroom decisions regarding mixed-age grouping, ability grouping, retention, food, exercise, the structure of the school day, and racial and cultural questions. Each of the nine chapters, one for each age, begins with a narrative overview describing general developmental characteristics relating to behavior, emotional needs, and social interactions. The chapters conclude with sets of charts that allow readers to identify developmental "yardsticks" for a given age. The charts outline characteristic growth patterns (physical, social, language, and cognitive), as well as what to expect in the classroom regarding vision and fine motor ability, gross motor ability, cognitive growth, and social behavior. A set of curriculum charts summarizing the developmental continuum between ages 4 and 12 is also included, covering reading, writing, mathematics, and thematic units in social science, science, and current events. The book concludes with a list of over 100 favorite books for different ages and a 28-item bibliography. (TJQ)

ED 368 473 PS 022 182

Profiling Canada's Families.
PUB DATE- 94
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Careers; Children; *Demography; *Family (Sociological Unit); *Family Life; *Family Relationship; Family Size; *Family Structure; Foreign Countries; Marriage; *National Surveys; Social Influences; Socioeconomic Background; Statistical Data; Tables (Data)
IDENTIFIERS- *Canada; Family Advocacy

This report identifies significant trends and forces affecting Canada's families and the changes they are undergoing. Following an introductory section, which discusses what families are and what they do, the report consists of 14 tables and 82 charts of family-related information accompanied by written explanations of the numbers and trends. Sidebars on most pages present quotations relevant to the information on that page. Topics covered include: (1) family numbers; (2) ethnic, religious, age, and gender makeup; (3) marriage,

Survey of Primary School Teachers.
PUB DATE- Nov 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Innovation; *Elementary School Teachers; Grouping (Instructional Purposes); Instructional Effectiveness; *Nongraded Instructional Grouping; Primary Education; *Program Effectiveness; Student Evaluation; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs; Kentucky; *Mixed Age Groups; Program Characteristics

Under the Kentucky Education Reform Act, public schools in Kentucky were required to restructure the traditional kindergarten through third-grade classes into a multi-age and multi-ability level, ungraded primary program during the 1993-1994 school year. Classrooms that once contained children at relatively the same age have been replaced with groups of children of varied ages and abilities; sedentary seat work has been replaced by concrete learning activities and cooperative learning opportunities; report cards have been replaced by narrative progress reports, portfolios, and more frequent teacher conferences with students and parents. A study assessed teacher perceptions about the effectiveness of the ungraded primary program as a strategy for educating young children. It was hypothesized that the program would be perceived positively by a majority of the primary teachers in one county-wide district. A total of 37 teachers from 27 schools were surveyed using likert-scale questions about implementing developmentally appropriate practices with multi-age and multi-ability groups. Results showed that the majority of teachers did not appear to have difficulty allowing their students to learn in a developmentally appropriate manner, and that they thought the program provided an enjoyable atmosphere for teachers and students, where both were excited about learning. Some commented that teaching split grades was more difficult than teaching in a traditional classroom. Most indicated that the number of students was too high to successfully implement working with the students in small groups and in teaching to the whole group. Subjects were also divided on the use of computers and other technologies in their classrooms. (HTH)

ED 368 495 PS 022 253

Wallat, Cynthia
Conducting an Interpretative Review on Family Interaction: An Illustration of the Use of "Child Development Abstracts."
PUB DATE- 93
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Comparative Analysis; *Content Analysis; Definitions; Educational Research; *Family Relationship; *Literature Reviews; *Parent Child Relationship; Racial Differences; Research Methodology; *Research Problems; Research Utilization
IDENTIFIERS- *Child Development Abstracts and Bibliography; Interpretive Research; Research Trends

This paper reports on an interpretive review of observational

This curriculum was designed to train approximately 250 community health representatives (CHRs), to teach visually impaired and blind Indian elders and their families necessary independent living skills. The curriculum aims to sensitize CHRs to the impact of visual impairment upon elderly persons and their families, and to provide basic information regarding vision problems, consequences of those problems (particularly within Indian cultures), and methods and resources that may be used to provide rehabilitation to the visually impaired elderly. The curriculum is implemented during a 5-day training program in which the following seven modules of academic and practical rehabilitation understandings and skills are covered: (1) Introduction to Rehabilitation (including adult learning); (2) Understanding Blindness and Low Vision; (3) Psychosocial Aspects of Aging and Vision Loss; (4) Walking in a Familiar Environment (sighted guide and other safety techniques); (5) Daily Living Skills; (6) Adapted Recreation and Leisure Activities; and (7) Resources and Advocacy Skills. Each module includes objectives and expected outcomes of the learning experience, basic content, necessary materials, and selected reinforcement activities. Appendices contain a training agenda, suggested readings, key words, various forms and assessments used in training, and lists of resources. (KS)

ED 368 514   RC 019 104

Orr, Alberta L.
A Training Model To Teach Community Outreach Workers To Train Elderly Blind and Visually Impaired American Indians Independent Living Skills: Focus on Family Rehabilitation. Final Report to the Administration on Aging.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Aug 90
NOTE- 223p.; For related document, see RC 019 103.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aging (Individuals); *American Indians; Blindness; Community Health Services; Daily Living Skills; Health Personnel; *Older Adults; Outreach Programs; *Paraprofessional Personnel; *Program Evaluation; Rehabilitation; *Training Objectives; *Visual Impairments
IDENTIFIERS- Cultural Relevance

The American Indian Rehabilitation Project aimed to provide older American Indians with vision problems useful skills for carrying out daily activities as independently as possible and for preventing unnecessary dependence on others and premature and unwarranted institutionalization. The project goals were to: (1) develop a 5-day, seven-module model curriculum for training community health representatives (CHRs); (2) train approximately 200 CHRs representing various tribes at 5 training sessions; (3) evaluate the training sessions by assessing the extent to which CHRs were utilizing the information and skills learned; and (4) disseminate training results and the model curriculum to the blindness, aging, and Native American service delivery systems. A second phase aimed to expand training and evaluation. The methodology section of the report contains information on project staffing, resources, training materials and methods, and assessment instruments and surveys. The outcomes section indicates that the project's major objectives were fulfilled, and reviews findings related to: (1) CHRs' pretraining attitudes; (2) cultural issues of independence, interdependence, and psychosocial aspects of

*Educational Policy; Elementary Secondary Education; *Financial Problems; Financial Support; *Rural Schools; Small Schools; *State Standards
IDENTIFIERS- Small School Districts; *Vermont

This case study examines how rural K-12 single-unit schools in Vermont have responded to the twin pressures of higher state-level standards, required under the 1984 Public School Approval (PSA) policy, and limited fiscal resources. Chapter 1 provides background information on the study population, economic and educational conditions in Vermont, and PSA standards and review processes. In chapter 2, a literature review considers the diverse, special characteristics of small, rural schools. Chapter 3 describes inputs, process indicators, outcome indicators, and qualitative characteristics of the 10 K-12 schools studied and summarizes the impact of PSA on their finances and curricula. This section also discusses how two comparable schools coped somewhat differently with school improvement mandates and limited funding. The results indicate that rural schools are facing the challenge of small size and fiscal constraints with distance learning, independent study, cross-disciplinary teaching, and multi-age groupings. Chapter 4 considers various strategies for improving educational quality at an affordable cost, including funding strategies, financial management, school-community cooperation, distance learning technologies, the 4-day school week, and integrated services. The last chapter concludes that the PSA has had a substantial impact on K-12 schools in terms of personnel appointments, curricular revisions, and facility improvements, but that these gains may be short-lived if the contingent fiscal problems are not solved. Appendices include K-12 schools statistical data, school site statistical profiles, and school site visitation summaries. Contains 101 references. (LP)

ED 368 532   RC 019 551

Options and Resources for Achieving Credit Accrual for Secondary-Aged Migrant Youth.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.; Texas Education Agency, Austin.
PUB DATE- 94
NOTE- 300p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; Coordination; *Educational Strategies; *Graduation Requirements; Measures (Individuals); *Migrant Education; *Migrant Programs; Parent Participation; *Program Development; Program Evaluation; Secondary Education; Secondary School Students; *Student Mobility; Student Recruitment; Technical Assistance
IDENTIFIERS- *Secondary Credit Exchange

This document is intended to be a resource for state, regional and local educators developing secondary credit exchange and accrual programs for migrant students. A brief discussion of migrant education programs and their work with secondary youth examines obstacles that migrant students face when attempting to complete their education. Document sections offer specific suggestions for meeting and serving migrant students in the following areas: (1) student identification and recruitment;

(ZWH)

ED 368 550 SE 054 131

Najee-ullah, Deborah; And Others
Minorities in Mathematics: Georgia State University Atlanta Metropolitan College Partnership Project. Final Report.
SPONS. AGENCY- American Council on Education, Washington, DC. National Center for Academic Achievement and Transfer.; Ford Foundation, New York, N.Y.
PUB DATE- Dec 93
NOTE- 217p.; Funding also provided by the GTE Focus Program.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Classroom Observation Techniques; Content Analysis; Course Content; *Developmental Studies Programs; Higher Education; Institutional Cooperation; *Mathematics Curriculum; *Mathematics Education; Models; School Surveys; Teaching Methods; Transfer Programs; *Transfer Students; Two Year Colleges
IDENTIFIERS- *African Americans; Georgia State University

Historically minorities, especially African-Americans, have been underrepresented in the mathematics and science fields. In order to attract more minorities as mathematics majors, these students must first experience success in the pre-calculus sequence and enroll in higher-level mathematics courses. The Georgia State University (GSU) Atlanta Metropolitan College (AMC) Partnership Project is a collaborative effort to increase articulation between developmental (non-credit) and regular (credit) mathematics courses within and between institutions. This project was created in order to facilitate transfer of students to GSU from AMC, which has a large number of students who transfer to GSU and a predominantly African-American student body. Content analysis was performed on all sections of the target courses, faculty and student surveys were administered, and routine classroom observations were made. The instructional practices employed at both institutions were found to be similar. Differences between the institutions that may affect transfer students include: (1) sequencing of instruction; (2) levels of classroom interaction; (3) and breadth of topic coverage. It was recommended that students transfer at the end of a sequence rather than in the middle. Appendices include: (1) results of the content analysis of the last developmental studies mathematics course, the college algebra courses, and the precalculus course at each institution; (2) classroom observation instrument; (3) pre- and post-instruction student and faculty surveys; and (4) college algebra inventory. Contains 12 references. (MKR)

ED 368 551 SE 054 150

Zollman, Alan; Jones, Deneese L.
Accommodating Assessment and Learning: Utilizing Portfolios in Teacher Education with Preservice Teachers.
PUB DATE- Feb 94
NOTE- 14p.; Paper presented at the Annual Conference of the Research Council on Diagnostic and Prescriptive Mathematics (21st, Fort Worth, TX, February 10-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

of Using Electronic Mail and a Directed Exploration of Internet on Attitudes.
PUB DATE- Mar 94
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March 26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Electronic Mail; Elementary Secondary Education; Higher Education; Instructional Improvement; Majors (Students); *Methods Courses; *Preservice Teacher Education; *Science Instruction; Science Teachers; Teacher Attitudes; *Telecommunications
IDENTIFIERS- *Internet; Preservice Teachers

It is not difficult to find information describing how enterprising teachers use telecommunications in their classrooms; however, it is very difficult to find studies describing how teacher education institutions can (or should) employ telecommunications. Two hundred and twenty nine students (all were enrolled in a methods/curriculum course) were involved in a study designed to evaluate the impact of the use of electronic mail and/or INTERNET on undergraduate science education students' attitudes and anxiety levels toward technology before and after extensive use of electronic communications. The results provide differences due to the student's gender, age, major, treatment, and other interesting differences that were not statistically significant. Finally, the document provides helpful hints to program directors and teachers who anticipate exposing students to e-mail and/or INTERNET. (ZWH)

ED 368 572 SE 054 335

van Keulen, Hanno; And Others
Teaching and Learning Distillation in Chemistry Laboratory Courses.
PUB DATE- Mar 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Chemistry; Classroom Research; College Science; *Concept Formation; Foreign Countries; Higher Education; *Science Experiments; *Science Instruction; Science Teachers; Scientific Concepts; Teacher Education
IDENTIFIERS- *Distillation (Science); State University of Utrecht (Netherlands)

Distillation in the chemistry laboratory is an essential part of a practicing chemists' and a chemistry educators' work. Nevertheless, regardless of the degree of importance in each of the aforementioned professions, few educational studies on teaching and learning distillation exist. In an effort to rectify this oversight, the Department of Chemical Education at Utrecht University engaged first year chemistry majors in a qualitative study aimed at acquiring an understanding of the processes of conceptual development that do, or do not, take place when students are performing distillation experiments. The results include: (1) discussions of distillation from a

Information; *Technology
IDENTIFIERS- Australia; Poland; Sweden

This report is a summary of experience gained on international study tours and conferences about ways to increase young people's interest in science and technology and to change girls' attitudes towards technology by presenting the subject in a more interesting way. The document begins with some general thoughts about the significance of international contacts. Participation in three different conferences and the resulting network that developed are described. The distribution of men and women in technology in other countries indicates that it is possible to influence the choice of occupation, and that women are not necessarily inferior to men in technical occupations. In a world increasingly dependent on technology, where problems and solutions tend to be framed in technical terms, technology ought to be everybody's business. Yet statistics clearly show that university studies and professional engagement in science and technology are dominated by one gender. Most of the students at the institutes of technology in Sweden are men, even though the percentage of women has increased slowly since 1922, when they were first allowed to study there. This book discusses programs at universities in Australia, too, and the philosophy from which the idea of science centers has grown. By creating technological activity centers it is possible to increase young people's interest in science and technology. Finally there is a description of technology education in the Polish school system, with special emphasis on technology in the nursery schools in Poland. (Contains 23 references.)

ED 368 592 SO 022 889

Morrison, Ann M.; Crabtree, Kristen M.
Developing Diversity in Organizations: A Digest of Selected Literature.
PUB DATE- 92
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administrators; Blacks; *Business Administration; *Cultural Differences; Diversity (Institutional); Females; Group Membership; Higher Education; Hispanic Americans; Leadership Styles; Leadership Training; *Organizational Climate; *Organizations (Groups); Sex Differences

This document consists of a digest containing descriptions and analyses of 85 articles and books that are helpful for organizational leaders, human resource managers, and consultants in developing diversity in an organization. The works cited are organized according to a five step action process derived from research describing practices that organizations can use to foster diversity. The five action steps constitute practical guidelines that managers require to assess an organization's diversity needs, design customized programs, and measure results. These steps are: (1) discover and rediscover diversity problems in the organization; (2) strengthen top management commitment; (3) choose solutions that fit a balanced strategy; (4) demand results and revisit goals; and (5) use building blocks to maintain momentum. These steps are described in detail at the beginning of their respective sections. The descriptions of references are organized into six main categories consisting of the five action steps and a small selection of general references. Within each category,

DESCRIPTORS- Cultural Pluralism; *Economics Education; Elementary Secondary Education; Ethical Instruction; Ethnic Studies; *European History; *History Instruction; *Middle Eastern Studies; Moral Values; *Multicultural Education; Readability Formulas; Religion Studies; *Sex Bias; *Social Studies; *Textbook Content; Textbook Evaluation; United States History
IDENTIFIERS- *Bill of Rights; California; Holocaust; Texas

This documents consists of 12 issues of a journal that seeks to provide information and reviews concerning social studies textbooks; each issue consists of 16 pages. Contents in the 12 issues include: (1) California control over textbook content; (2) "skills" teaching in elementary-level social studies texts; (3) readability formulas; review of "Democracy's Half-Told Story"; (4) review of California's leading social studies textbooks for fourth graders; (5) a review of three leading American history textbooks for less able high school students; (6) review of "Magruder's American Government"; (7) religion in textbooks; (8) a discussion of how textbooks treat Eastern Europe and the Soviet Union; (9) the Holocaust and the textbooks; (10) a review of two social studies series for elementary schools published by Macmillan and Houghton Mifflin; (10) social studies in the primary grades; (11) an article by Arthur Schlesinger, Jr. on multiculturalism; (12) Islamic history; (13) textbooks and the Middle East; (14) multiculturalism; (15) Afrocentric curriculum; (16) comparison of fifth grade American history books published in 1948 and 1990; (17) videodisk revolution; (18) Bill of Rights; (19) Columbus and the Quincentenary; (20) values and textbooks; (21) economics and the social studies curriculum (a survey of the subject and of the seven leading economic textbooks used in high school and a discussion of the appropriate age for teaching economics); (22) a discussion of whether or not textbooks shortchange girls; (23) multiculturalism and Euroculture; (24) textbook coverage of Europe; and (25) Columbus in the curriculum. All issues also contain brief notes of interest to social studies educators. (CRW)

ED 368 610 SO 023 632

Our Challenge: Making Education for Basic Learning a Priority in U.S. Foreign Aid Policy.
PUB DATE- May 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Daily Living Skills; *Developing Nations; *Economic Development; Elementary Secondary Education; Females; *Foreign Policy; *Literacy Education; Minimum Competencies; Role of Education; Social Change; Vocational Education
IDENTIFIERS- *Foreign Aid

This document discusses the need to increase the amount of U.S. international funding that goes to basic education. Because U.S. foreign aid programs are reviewed prior to a new fiscal year, this paper suggests that people can make a difference by working to raise the profile of basic education and by encouraging U.S. policymakers to increase funding and use more appropriate methods for implementing basic education programs. Basic education is defined as that which meets basic learning needs and includes: (1) early childhood care and initial education on which subsequent learning can be based; (2) primary and secondary education; (3) education in literacy; and

NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aesthetic Education; *Aesthetic Values; Art; *Art Education; Art History; Design; Design Preferences; Higher Education; Slides; *Visual Arts; Visual Perception; *Young Adults
IDENTIFIERS- Berlyne (Daniel E)

This study reviewed possibilities for looking at aesthetic perception in art using the D. E. Berlyne approach, identifying alternative methods, and reporting the results of a factor analytic study of preferences of young college adults for abstract art. The Berlyne approach used stimulus objects of simple to complex abstract components of the more complex works. Earlier methods such as the Barron method fostered studies that compared the aesthetic preference of children and adults to those of art experts. Eight art studies on aesthetic preference were reviewed. The study design employed The Jones Art Slide Test to examine aesthetic preferences for abstract contemporary art. The population consisted of young adults age 17-20, divided equally by sex, who were taking a design history lecture course. The data showed that aesthetic preferences for works of art can be studied by factor analytic techniques. Aesthetic preference for works of art was predictable. The study found that the individual artist's style seemed to be less a factor in the aesthetic choices than were the variables more clearly associated with the perceptual and visual content of those objects. References and a list of the 59 slides utilized in the study are included. Four tables describing the analysis in the study appear at the end of the document. (CK)

ED 368 630 SO 023 789

Richards, Janet C.; And Others
Characteristics of Students in High Schools for the Visual and Performing Arts.
PUB DATE- Nov 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Creativity; Family Influence; Foreign Countries; Grade 8; Grade 9; Grade 10; Grade 11; Grade 12; Locus of Control; *Personality Traits; Secondary Education; Secondary School Curriculum; *Secondary School Students; *Theater Arts; *Visual Arts
IDENTIFIERS- Canada; United States

This investigation examined students attending U.S. and Canadian visual and performing arts secondary schools for distinguishing personality characteristics, locus of control, acceptance of talents, labeling, family dynamics, anxiety levels, perceived personal and school problems, and views of peers, artists/teachers, and counselors. One hundred ninety one participants in eighth through twelveth grade completed a demographic information questionnaire, Rotter's Generalized Expectancies for Internal versus External Control of Reinforcement, Myers Briggs Type Indicator (form F), and the Spielberger State Trait Anxiety Inventory. Results indicated the majority of the students were first or second born children with close parental relationships in moderate income families.

blanks to complete words from the issue relating to architecture. Another activity, "Make a House," presents students with a cutout that, once assembled, forms a replica of the home that served as the backdrop for Grant Wood's painting, "American Gothic." The latest installment of the magazine's regular feature, "History Makers," reveals how a group of third graders turned their school into a national historic site. The magazine also includes a map of places that the issue features and subscription information. (SG)

ED 368 650 SO 023 836

Gosch, Steve
Cross-Cultural Trade as a Framework for Teaching World History: Concepts and Applications.
PUB DATE- Jan 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American History Association (108th, San Francisco, CA, January 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; Higher Education; *History Instruction; *Introductory Courses; Models; *Social Studies; *World History
IDENTIFIERS- Trade Routes

A useful way of organizing global history survey courses for undergraduate students is to emphasize the theme of long-distance trade across cultural or civilizational frontiers. Three analytic models accentuate the importance of long-distance trade: (1) the typology of exchange by Karl Polanyi; (2) the concept of the trade diaspora as defined by Philip Curtin; and (3) the world system approach employed by Andre Gunder Frank, Immanuel Wallerstein, and other scholars. The purpose of utilizing these models is to help students move from world history as facts and factoids to world history as patterns and processes. The results of emphasizing cross-cultural trade to organize world history survey courses remains in doubt as student papers and examinations showed mixed results. (CK)

ED 368 651 SO 023 839

Moatassime, A.
Education, Culture and Development: Co-ordinated Policies and Strategies.
PUB DATE- Sep 92
NOTE- 14p.; Paper presented at the International Conference on Education (43rd Geneva, Switzerland, September 14-19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Education; Cultural Influences; Cultural Opportunities; *Culture; *Development; Educational Development; *Educational Policy; *Educational Strategies; Elementary Secondary Education; Global Approach; Higher Education
IDENTIFIERS- Global Education; UNESCO

The issues of development, culture, education, policy, and strategy denote a global approach and raise questions regarding the contribution of education to cultural development. The misunderstood concept of development emerged from the 1960s practice. "Possibilities and Considerations: Quality Art Education in Rural Alaska Schools" (Ruth A. Keitz) explores the problems and possibilities of expanding quality visual arts education in rural Alaska schools. "The Two Desks of Indian Education" (Ward A. Serill) deals with a native community that has rediscovered pride in its cultural past through a blending of business interests and the arts. The final article is a summary of an Alaska Arts in Education report documenting the current state of arts education in Alaska. (DK)

ED 368 669 SO 023 902

Czarra, Fred; Edwards, J. David
International Dimensions of Education: Documents of State Education Agencies.
PUB DATE- 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Global Approach; *International Education; *International Educational Exchange; *Second Language Instruction; Surveys
IDENTIFIERS- Global Education

This document provides chief state school officers, international education coordinators, and their colleagues with a state by state listing of documents designed to assist public schools in bringing an international perspective into their curricula. These publications are a result of the 1985 position paper (ED 291 649) of the Council of Chief State School Officers that focuses on four areas: (1) communication skills; (2) international education; (3) cross national comparisons of educational data; and (4) exchange of educational practices. The documents listed in this publication illustrate a wide range of resources related to the themes in the position paper. They include international education documents demonstrating how to integrate international education into the K-12 curriculum, world language guides to assist local school systems in teaching second languages, manuals for exchange programs with other nations, curriculum guides on specific nations, and state mandates for global/international studies and courses, as well as state task force reports on international education. These documents also reflect survey responses from a 1992 survey of state international education coordinators that illustrates the progress that has been made since the study commission, as well as the strong efforts needed to have an internationally literate society in the 21st century. This directory is organized alphabetically by states and extra-state jurisdictions. Each entry provides the name, address, and telephone number of the international education coordinator, followed by the state documents that relate to international education. The documents are characterized by five categories: (1) curriculum; (2) policies; (3) publications; (4) projects, programs; and (5) videos. (DK)

ED 368 670 SO 023 903

Patrick, John J.
The Young Oxford Companion to the Supreme Court of the United States.
PUB DATE- 94
NOTE- 368p.
LANGUAGE- English

learning. The Delta volunteers program is described as a two to three credit course in which students serve at a volunteer site for 30 to 48 hours per semester and attend weekly seminars covering such topics as socioeconomic aspects of the Delta region, the role of the volunteer in helping agencies, social responsibility, and community resources. Students keep a journal reflecting on their experience and give an oral report integrating their experience with lifelong goals and expectations. Responses to a questionnaire by 43 students completing the course indicated that: (1) the volunteer experience confirmed the choice of a major of approximately half the students and had no effect on 40 percent; (2) the most widely cited reasons for joining the volunteer program were desire to help others, course credit, personal development, and career exploration; and (3) students reported improvements in self-confidence, the ability to work and learn independently, insight into their personal strengths and weaknesses, and a sense of personal achievement. Appendices contain a course syllabus and the questionnaire. (Contains 25 references.) (JDD)

ED 368 686 SP 035 106

Main, Robert G.
Integrating the Affective Domain into the Instructional Design Process.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, TX. Training Systems Div.
PUB DATE- Mar 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affective Behavior; *Affective Objectives; Curriculum Development; Higher Education; Humanistic Education; *Instructional Design; Learning Theories; Lesson Plans; Military Science; *Student Motivation; Teacher Education; *Teaching Models; Technology
IDENTIFIERS- Air Force Human Resources Laboratory

This study begins with a definition of the affective domain and its importance to learning, outlining its impact both in achieving affective behaviors and in facilitating cognitive and psychomotor objectives. The study then develops a model of instructional design that incorporates the affective domain as an integral component. The model combines J. Keller's ARCS (Attention, Relevance, Confidence, Satisfaction) model of motivation for learning with the five-phase military instructional design model (analysis, design, development, implementation, and evaluation). The proposed model provides a framework for organizing instructional principles, strategies, and techniques concerning the affective domain and furnishes a theoretical base to aid in formulating research hypotheses and collecting empirical data. The model is designed to help in providing for systematic consideration of the affective domain in every aspect of the instructional design process, from curriculum planning and design through lesson development, delivery, and evaluation of learning results. Attention to the affective domain is viewed as being particularly important for technology-based instruction that removes teacher/student interaction from the lesson delivery. The study concludes with recommendations for research needed to operationalize the model. (Contains approximately 40 references.) (JDD)

ED 368 687 SP 035 107

complicated world order? After a foreword by Leonard Kaplan and introduction by Jean L. Easterly, specific ways to enhance the global awareness of teacher educators in both higher education and public and private K-12 schools are suggested in the following reports: (1) "'Going Global,' One Teacher Education at a Time" (Trudi A. Osnes-Taylor); (2) "The Many Values of International Teaching and Study Experiences for Teacher Education Majors" (James M. Mahan and Laura L. Stachowski); (3) "New Mexico/New Zealand Faculty Exchanges To Enhance International Awareness" (Elaine Jarchow); (4) "Egypt, Metaphors, and Alternative Perspectives" (Linda G. Lambert and Morgan Dale Lambert); (5) "Preparation of Inservice Teachers for an International Study Experience: A Case Study" (Patricia Betts Roach); (6) "Study of World History in a Multiethnic Classroom" (Diane Sudbury); and (7) "Implementation of Global Education in the Classroom: A Comparison of Swedish and American Educators" (Audrey E. Wright). The concluding essay is "A Look Across the Reports to a Global Horizon: Concluding Comments" (Brad West). Appendices provide excerpts from a global education questionnaire (Sweden) and a listing of selected international education organizations and contacts. (LL)

ED 368 705 SP 035 138

Tyler, Barbara
Encouraging Reluctant Writers in the Classroom.
PUB DATE- 1 Apr 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Elementary Secondary Education; Feedback; Language Experience Approach; Teacher Role; Teacher Student Relationship; *Teaching Methods; *Writing (Composition); *Writing Difficulties; *Writing Instruction

Certain settings and activities can be initiated in the classroom to encourage reluctant writers to write. The classroom environment should be structured so that writing efforts produce positive reinforcement. Sharing ideas with peers or the teacher prior to writing will enable students to feel that their ideas are worthwhile. Children can be paired with more proficient writers to observe them writing. Teacher feedback to reluctant writers must be immediate as well as nonthreatening. The teacher should allow the children opportunities to see that she is engaging in the process of writing, and should actively involve the children in decisions concerning her written pieces. Reading their products aloud to self and others provides a sense of ownership. Children must be given adequate time to write in a risk-taking environment. The teacher must be sensitive to what is going on with the child. Activities to encourage writing include having the children dictate stories about pictures and having the teacher record them, having the teacher and child take turns in writing conversations, and writing pen pal letters. Evaluation of the child's writing development may be conducted by collecting writing samples over a period of time and discussing writing efforts in conferences. (JDD)

ED 368 706 SP 035 139

information technology (IT) sections of colleges and universities. Papers have the following titles and authors: (1) "The Impact of TQM on an IT Organization: The First Eighteen Months" (Paul M. Morris), which outlines the experience of working with TQM at Tufts University (Massachusetts); (2) "Strategic Planning and Budgeting for Information Technology" (Charles R. Thomas and Dennis P. Jones); (3) "Implementing a New System on Time in Bad Times" (Elaine David), which describes the University of Connecticut's installation of a touch-tone registration system and improvement of other computer systems; (4) "Quality Software...but by Whose Definition? Is the End-User King?" (Louise M. Schulden); (5) "Guerrilla TQM or How To Infiltrate TQM into Your Institution" (Deborah J. Teeter and Jan Weller), which describes the implementation of TQM by the University of Kansas Department of Telecommunications; (6) "Change in the Trenches: Continuous Improvement of Service Processes" (Connie Towler and Douglas Renick), which explores service process improvement at Harvard University (Massachusetts); (7) "Establishing Trust and Building Relationships: Negotiating with Information Technology" (Scott C. Ratzan), which describes the COAST (Communication, Options, Alternatives, Standards, Trust) Model of Negotiation; and (8) "Assessing the Effectiveness of Information Technology" (Susan F. Stager and others). (Some papers contain references.) (JDD)

ED 368 263 HE 027 279

Managing Information Technology as a Catalyst of Change. Track IV: Managing in a Client/Server Environment.
PUB DATE- 94
NOTE- 87p.; In: Managing Information Technology as a Catalyst of Change. Proceedings of the CAUSE Annual Conference (San Diego, CA, December 7-10, 1993); see HE 027 275.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Networks; *Computer Oriented Programs; Computer Software; Educational Change; Fund Raising; Higher Education; *Information Management; Information Systems; *Information Technology; Leadership; *Management Information Systems; Program Development; Program Implementation
IDENTIFIERS- *CAUSE National Conference; *Client Server Computing Systems; Colorado State University; Computer Security; Dartmouth College NH; Harvard University MA; Indiana University; University of Chicago IL; University of Massachusetts; University of Saskatchewan (Canada)

Eight papers are presented from the 1993 CAUSE Conference's track on effective management of information technology at colleges and universities using a client/server environment. Papers include: (1) "Moving to Client/Server Application Development: Caveat Emptor for Management" (William Barry), which offers an overview of two mature client/server applications developed at Dartmouth College (New Hampshire); (2) "Client/Server as a Software Architecture" (Alan J. Deschner), which describes the application system designed by the University of Saskatchewan; (3) "SOLAR: Harvard's Client/Server Based Fundraising Management System" (James Conway and others); (4) "Talking Turkey about 'Real Change'" (Carole Cotton), which summarizes survey findings concerning changes in computing models; (5) "Desktop Information Delivery for Effective Administration: Client/Server Solutions" (Gary M. Hammon), which discusses applications at the University of Massachusetts; (6) "From suggested that career information should be available in the art department offices, including career-oriented Art courses to tell students about what to do with a major in Art and how to prepare for it. Appendices include the survey questionnaire and a transcript of an interview. (Contains 119 references.) (GLR)

ED 368 281 HE 027 297

Annunziato, Frank R.
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education. Volume 19.
PUB DATE- Jan 93
NOTE- 278p.; For Volume 18, see ED 344 551.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Collective Bargaining; Contracts; *Faculty Organizations; Foreign Countries; *Higher Education; Labor Relations; *Negotiation Agreements; Private Colleges; Public Colleges; Teacher Associations; Two Year Colleges; Union Members; Unions
IDENTIFIERS- American Association of University Professors; American Federation of Teachers; Canada; National Education Association

This directory reports on faculty contracts and bargaining agents in higher education in the United States in 1992. An introductory section examines two conflicting trends characterizing faculty higher education collective bargaining activities during 1992--the number of collective bargaining agents increased to an all time high of 484, but the number of faculty members represented decreased slightly. The directory then presents a list, organized by state, of each institution of higher education that has a bargaining agent, its unit size, date of initial contract and data of election of current agent, type of college, and contract expiration date. Contracts involving adjunct faculty, graduate and teaching assistants, and Canadian universities are also documented. Data are then analyzed and presented in 16 tables which provide detailed information on bargaining agents by type of institution, collective bargaining agreements by type of institution, number of faculty and number of campuses represented, geographic distribution of bargaining agents and agreements, decertifications, institutions affected by the Yeshiva decision, college closings, and status of public sector collective bargaining legislation. The directory concludes with a list of "no-agent" votes held between 1971 and 1992 and a list of institutions cited in the directory. (JDD)

ED 368 282 HE 027 298

Gibbons, Joan A., Ed.; Johnson, Beth H., Ed.
Collective Bargaining in Higher Education: Leadership in Uncertain Times. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions (19th, New York, New York, March 1991).
PUB DATE- 91
NOTE- 145p.; For the 1990 Conference Proceedings, see ED 335 980.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Collective Bargaining; College Faculty; College

development of markets during the last decade in Australian higher education and analyzes the effects of those government policies which constitute part of the conditions underlying market development. Areas covered include the emergence of tuition fees and other user charges, overseas marketing, postgraduate education, and commercial research and consultancy. The third section discusses possible future directions. Contains 40 references. (Author/GLR)

ED 368 300 HE 027 317

McInnis, Craig
Graduate Education in Australian Law Schools: Some Recent Developments. Centre for the Study of Higher Education Research Working Papers 93.10.
PUB DATE- Sep 93
NOTE- 34p.; Paper presented at the Annual Consortium of Higher Education Researchers' Conference (6th, Stockholm, Sweden, July 1-3, 1993). For related documents, see HE 027 308-318.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Degrees (Academic); Educational Trends; Enrollment; Foreign Countries; *Graduate Study; Higher Education; *Law Schools; *Legal Education (Professions); *Professional Education; Research
IDENTIFIERS- *Australia

This paper examines some of the factors currently shaping graduate coursework in legal education in Australia. There is some suggestion that the undergraduate law degree is likely to become more generalized and that specialization will occur at the graduate level with professional registration to follow. The shift from the somewhat insular and self-regulating culture of the Australian law school to a powerful mix of a state and market controlled environment has occurred in a very short space of time. The impact of graduate studies programs on the undergraduate degree is yet to be assessed as graduate courses become significant sources of income, differentiation, and status for the established schools. Developments in legal education open up several issues needing to be addressed: (1) the direct or indirect influence of the profession on legal education; (2) access to the legal profession in a mass higher education system; and (3) the question of who owns the curriculum. An appendix provides a list of the graduate courses offered at the Universities of Adelaide and Melbourne between 1987 and 1993. Contains 14 references. (GLR)

ED 368 301 HE 027 318

Williams, Bruce
Higher Education and Employment. Centre for the Study of Higher Eduction Research Working Papers 93.11.
PUB DATE- Oct 93
NOTE- 30p.; Paper first presented at the Centre for Study of Higher Education (Melbourne, Australia, August 25, 1993). For related documents, see HE 027 308-317.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; Course Selection (Students); Educational Demand; Educational Economics; *Education Work Relationship; *Employment Opportunities; Enrollment; Foreign

parts and each part ends with a few questions. Each case study then ends with a set of questions which invite the reader to interpret implications of the case study for their own teaching practice. Among the case study topics are the following: (1) communicating evaluation criteria, (2) dealing with a difficult student, (3) admitting being wrong, (4) student-teacher interaction outside the classroom, (5) plagiarism, (6) dealing with student complaints, (7) responding to a prank with gender implications, (8) counseling students, (9) challenges to teacher authority, (10) making exceptions to rules, (11) late assignment penalties, (12) teaching a diverse group with differing expectations, (13) animal rights (handling students' conscientious objections), and (14) dealing with a student's dissatisfaction with a colleague. An appendix describes how the cases in the book may be used for staff development seminars. Includes subject index. (Contains 22 references.) (JB)

ED 368 319 HE 027 344

Cox, Bill
Practical Pointers for University Teachers. Teaching and Learning in Higher Education.
PUB DATE- 94
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *College Instruction; Course Evaluation; *Course Organization; *Curriculum Development; Educational Assessment; Faculty Evaluation; Higher Education; Instructional Improvement; Planning; Program Development; Self Evaluation (Individuals); Student Evaluation; Teaching Methods

This book provides higher education faculty practical suggestions for efficient and effective teaching and assessment of students and evaluation of teaching quality. Chapter 1 is an introduction to the book and its format. The format follows a schema developed to show the general process of planning and teaching a course which should be first planned generally and developed in five steps: (1) plan, (2) prepare, (3) present, (4) assess, and (5) evaluate. Chapter 2 outlines the planning and development of a typical course. Chapter 3 looks at the preparation of course materials suitable for a range of teaching methods. Chapter 4 looks at all aspects of the teaching/learning activity from formal lecturing to independent learning. Chapter 5 discusses assessment, from formal examinations to self-assessment. The sixth chapter considers how the individual teacher might respond to pressures for accountability. Chapter 7 compares different teaching strategies in terms of use of resources and relative efficiency. Chapter 8 addresses some of the teaching issues raised by changes currently happening in the higher education field. An appendix lists 12 important journals on higher education teaching and many institutions and organizations around the world concerned with promoting new ideas in higher education teaching. (Contains 84 references.) (JB)

ED 368 320 HE 027 345

Day, Christopher; And Others
Effectiveness and Quality in Continuing Professional Education: A Critical Examination of the Interface between Policy and

ED 368 338 IR 016 591

Pietras, Jesse John
Connecticut Takes a Cautious First Step in Establishing a Statewide, Interactive, Distance Learning Cable Franchise Operator Interconnection.
PUB DATE- 1 Feb 94
NOTE- 18p.; Paper presented to the Connecticut Higher Education and Technical Association Symposium on Communications (New Britain, CT, March 22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cable Franchising; *Cable Television; Cost Effectiveness; *Distance Education; *Educational Media; *Educational Television; Elementary Secondary Education; Financial Support; Government Role; Interaction; Needs Assessment; Program Development; State Legislation; State Programs; *Telecommunications
IDENTIFIERS- *Connecticut; *Fiber Optics

Remote education has arrived in Connecticut and is promising to expand, as this discussion of its development, progress, and difficulties demonstrates. In June 1993, state legislation mandated a feasibility study of ways to bring about bidirectional educational programming among Connecticut's 26 cable-franchise operators. Cost allocation for the remote educational architecture remains an undefined area with the question of what franchisers and the state should pay, undecided. Another issue is that of the legal implications of local access. Connecticut has not yet adopted a regulatory stance for these issues but is suggesting a focus on community needs. Equipment provisioning is another area that is not yet defined, although 14 of the 26 operators have begun some distance-education efforts. Of additional interest are the role of national organizations and companies and questions of ensuring the quality of programming. Connecticut franchise operators are poised to fit into developing systems and are beginning to replace unidirectional coaxial cable with bidirectional fiber-optic cable to facilitate development. A map locates the state's cable operators. (SLD)

ED 368 339 IR 016 593

Caldwell, Rachel M.
Assessing the Need.
PUB DATE- Nov 93
NOTE- 13p.; Paper presented at the National Conference of Teachers of English (Pittsburgh, PA, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Computer Assisted Instruction; *Delivery Systems; *Distance Education; Educational Media; Educational Planning; *Educational Television; Higher Education; Innovation; Interaction; *Needs Assessment; Student Attitudes; Student Responsibility; *Telecommunications
IDENTIFIERS- Rogers State College OK

Rogers State College, Tulsa (Oklahoma), has devoted considerable energy and funds to the development of alternative delivery

Libraries; Questionnaires; *Rural Areas; Rural Population; *User Needs (Information); *Users (Information); Use Studies

This report documents a national examination of the role of the public library in rural America. The investigation consisted of a study of public library use patterns in over 300 libraries among 2,485 adults (44% of the total contacted) in nonmetropolitan America. Seven of 10 public library users in rural areas are women, with a median age of 42 years. Lack of time and lack of need are cited as the most common reasons for not using the library, with having a lack of transportation, being physically unable to access the library, and not knowing what is at the library also cited. Forty-five percent of respondents use the library or its services at least once a month. Respondents were often unfamiliar with services other than books, magazines, and newspapers, and there was an overall discrepancy between their needs for daily information and their reliance on the library for bestsellers and reference books. Several strategies are suggested to change the perceptions about and uses of rural libraries. One table and 14 graphs illustrate the survey findings. (Contains 38 references.) (SLD)

ED 368 358 IR 054 890

Information Skills: A Report from the Ad Hoc Committee.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Course Integrated Library Instruction; Educational Objectives; Educational Planning; Educational Technology; Elementary Secondary Education; Information Dissemination; *Information Literacy; Information Processing; Information Utilization; *Integrated Activities; *Library Services; Media Specialists; Search Strategies; State Programs; Technological Advancement; User Needs (Information)
IDENTIFIERS- *Information Skills; New Hampshire

In 1990 a committee was formed to develop a list of information skills that could be used by New Hampshire library media professionals to help them develop plans for integrating such skills within their schools. Information skills are processes needed to access, evaluate, organize, communicate, and apply information efficiently and effectively. The following core objectives, which are considered important for all grade levels even though implementation differs according to grade, were developed: (1) understanding the function of information in contemporary society; (2) using libraries and information systems as sources of information and recreation; (3) demonstrating responsible and ethical use of information technologies; (4) recognizing strengths, weaknesses, and impacts of information sources; (5) clarifying information needs and developing search strategies; (6) using a variety of skills and strategies to record and organize information; (7) constructing meaning from information; (8) using a variety of methods and formats to communicate information; and (9) evaluating the effectiveness of search strategies and information use. Four appendixes provide examples of determining levels of emphasis, information skill plans, a sample unit, and a sample planning form. (SLD)

ED 368 359 IR 054 891

IDENTIFIERS- Free Text Searching; Internet; *Online Search Skills
This book is designed to assist the beginning searcher of those online systems that primarily provide information in the form of bibliographic citations. These systems also contain files in other formats that are designed to provide answers to reference-type questions. It is intended not only to provide basic "how-to" information on the use of such systems but also to raise topics on which there is not an accepted paradigm and to provide discussion of alternative points of view in a framework of previous research. Topics covered include: overview of online searching; search protocols; use of a command language; search design; controlled vocabulary searching; free-text searching; search interview; sophisticated search features and capabilities of online systems; multiple file searching; overview of citation indexes, full-text files, and reference databases; evaluation of searches; management issues; direct user access on online databases; and the Internet. (JLB)

ED 368 379 IR 054 946

Burnheim, Robert Keith
The Questions That They Ask.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication (Thought Transfer); *Competence; Elementary Secondary Education; Foreign Countries; Futures (of Society); Higher Education; *Information Literacy; Information Management; Information Seeking; Knowledge Level; Literature Reviews; Needs Assessment; *Problem Solving; *Questioning Techniques; Recall (Psychology); *Skill Development; Test Construction; *Thinking Skills
This paper discusses the competencies that are required to work effectively with information. It examines the nature of the information resources and how students interact with them. The discussion moves to the types of questions students have asked and suggests that the predominant types may not be assisting students in developing information usage skills, thus not improving their mastery of a skill set such as that proposed by R. J. Marzano and R. W. Ewy (1989). Reviews of research have indicated that teachers often do not ask questions that require students to work with information resources, relying instead on questions that merely ask for the recall of knowledge. The challenge is for teachers to more frequently pose questions that encourage students to use the problem-solving approaches they will need in the world of the future. The rapid redundancy of information means that no institution can give its students all the knowledge they will need, but students can be given the skills to update and refine their knowledge. Two figures illustrate the discussion. (Contains 37 references.) (SLD)

ED 368 380 IR 054 949

Rodgers, Frederick A.; Innes, Elizabeth A.
Using Cooperative Efforts between the African American Church and Local Public Libraries To Expand the Use of Library Services by African Americans. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 11 Sep 92
NOTE- 190p.
LANGUAGE- English

in general, the expansion of two-year colleges was not the direct expression of demand, but the success of the manufacturing sector to organize in the presence of large numbers of young adults. Contains 45 references, definitions of terms, and data tables. (KP)

ED 368 400 JC 940 151

Gallagher, Edward A.
Jordan and Lange: The California Junior College as Protector of Teaching. Working Papers in Education ED-94-1.
PUB DATE- Mar 94
NOTE- 22p.; Hanna Collection on the Role of Education. For a related document, see JC 940 152.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Educational History; Educational Objectives; Educational Quality; Educational Theories; *Foundations of Education; Social Mobility; *Two Year Colleges
IDENTIFIERS- *California; Jordan (David S); Lange (Alexis F)

A group of contemporary historians has recently accused community and junior colleges of not offering the American masses new opportunities of upward social mobility, but instead of serving to divert them away from four-year colleges and universities. In particular, historians have taken issue with the efforts of David Jordan, of Stanford University, and Alexis Lange, of the University of California, who allegedly were skeptical of the intellectual capabilities of the masses and advocated the establishment of public junior colleges to free the universities to pursue higher tasks of research and advanced professional training. While revisionist historians have performed a service in challenging the overly idealized accounts of the origin and early development of junior colleges in California, their interpretations are rife with distortions. No revisionist, thus far, appears to have used vital primary sources such as the Jordan Papers, the Lange Papers, all of Jordan and Lange's published writings, Merton Hill's unpublished essay on California's early junior college movement, and all relevant California state government reports. A thorough review of these works illustrates that, rather than being academic elitists, Jordan and Lange were concerned about the newly emerging American universities' emphasis on research at the expense of teaching, and hence favored linking junior colleges to teaching-oriented high schools instead of research-oriented universities. Because high schools might emphasize teaching at the expense of scholarship, Lange and Jordan felt that the junior college might evolve as a hybrid institution with some of the university's concern for scholarship and some of high school's emphasis on effective teaching. (KP)

ED 368 401 JC 940 152

Gallagher, Edward A.
Nonsense and the Junior College: Early California Development. Working Papers in Education.
PUB DATE- Mar 94
NOTE- 19p.; Hanna Collection on the Role of Education. For a related document, see JC 940 151.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Economic Factors; *Educational Development; *Educational History; *Facility Expansion; *School Community

School Relationship; *Marketing; Organizational Communication; *Public Relations; School Community Relationship; Total Quality Management; Two Year Colleges
IDENTIFIERS- *Marketing Plans; *Marketing Strategies

Designed to inform the marketing efforts of community college presidents, this document describes the importance of marketing, presents a targeted approach, and outlines the specific roles and skills needed by the president to ensure successful efforts and effective institutions. The first chapter, "Developing a Marketing-Strategic Plan," by Richard J. Pappas and M. Richard Shaink, introduces marketing principles and describes 10 steps for developing a marketing plan in a community college. Chapter 2, "TQM and Marketing: the Same Approach?" by Linda M. Thor, notes similarities between total quality management (TQM) techniques and college marketing and describes the efforts of Rio Salado Community College, in Arizona, to blend marketing and TQM approaches. In chapter 3, "Access and Image Assessment," by Richard Fonte, the critical marketing information a president needs is described with respect to various target markets. The final three chapters, "The President's Role in Governmental Relations," by Ronald J. Temple; "The President's Role in Public Relations," by Beverly S. Simone; and "The President's Role in Fund Raising," by G. Jeremiah Ryan, examine the president's relationship to local, state and federal legislators; the media; and potential donors, respectively. References are included with each chapter. (KP)

ED 368 418 JC 940 223

Swalec, John J.
Engaging Faculty in Telecommunications-Based Instructional Delivery Systems.
PUB DATE- Nov 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Distance Education; *Information Networks; Information Technology; *Inservice Teacher Education; Program Development; Teacher Attitudes; *Teacher Role; *Teacher Workshops; Teaching Methods; *Telecourses; Television Teachers; Two Year Colleges

In the design and development of telecommunications-based instructional delivery systems, attention to faculty involvement and training is often overlooked until the system is operational. The Waubonsee Telecommunications Instructional Consortium (TIC), in Illinois, is one network that benefited from early faculty input. Even before the first piece of equipment was installed, faculty participated in site visits to other distance learning systems to provide feedback on instructional features. Faculty were encouraged to view distance learning not as a threat, but a way of providing access to their courses to a wider audience. To expose faculty to the technology, for the past 6 years Waubonsee Community College has provided 3-day training sessions to faculty on a volunteer basis. The workshops usually have 15 participants whose suggestions are incorporated into the classroom design and operation. Teachers generally do not want to be told how to teach, but do appreciate the handbook of instructional hints for successful utilization of the telecommunications classroom. During the workshop each teacher presents one micro-lesson while the other participants serve as students, some from remote sites, giving them insight on what instructional methods the National-Louis University in Chicago, Illinois, to establish a business school; the school's goal to provide professional skills and 22 hours per week of English instruction to medium- and low-level managers; and the recruitment of faculty for the WSB-NLU, indicating that about 25% to 30% are from the United States. Next, the operation of the WSB-NLU is discussed, indicating that faculty net about $450 for 24 contact hours per week and student tuition covers about 80% of the budget. Finally, Dr. Pawlowski reports that student quality is increasing and that plans are underway to establish departments of public administration and business law. (ECC)

ED 368 435 JC 940 245

Walters, Greg; And Others
Displaced Worker Transition Programs: Leading the Workforce Back to Community Colleges.
PUB DATE- Apr 94
NOTE- 90p.; Paper presented at the Annual Convention of the American Association of Community Colleges (74th, Washington, DC, April 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Programs; *Adult Vocational Education; Classroom Techniques; College Preparation; Community Colleges; *Curriculum Development; *Dislocated Workers; Educational Innovation; *Job Training; *Labor Force Development; Learning Resources Centers; *Multimedia Instruction; Program Implementation; School Community Relationship; Two Year Colleges
IDENTIFIERS- Workplace Innovation Project TN

In response to the increasing numbers of displaced workers due to corporate downsizing, Pellissippi State Technical Community College, in Tennessee, has initiated the Workplace Innovation (WIN) Project to help adults gain prerequisite academic and personal skills to re-enter the workforce or enter college for eventual placement in higher-paying positions. The 3-year project seeks to develop a curriculum process and identify curricular resources to implement a technologically enhanced, interdisciplinary, self-paced program for adult learners hesitant about going to college. In the first year of the project, the 15-member team gathered information and developed a cohesive educational philosophy and long-term vision. In addition, contacts were made with community agencies to locate displaced workers 21 years old or over with at least 3 years work experience to participate in the project. One of the most positive outcomes so far has been the development of an advanced multimedia learning center with personal computers at each desk and a teacher station that provides for the use of compact/laser disks, videos, and television. Innovative techniques utilized in the project include the establishment of weekly "town meetings" with students, the use of milestone projects to help students maintain goals, and the use of student portfolios. Problems have been encountered, however, including discrepancies between project methods and bureaucratic requirements, the need to adequately train faculty, and the excessive time required of faculty. (KP)

ED 368 436 JC 940 246

Documenting Student Academic Achievement: A Plan for Outcomes potential; (4) foster a love of reading; (5) boost positive self-esteem; (6) enhance children's language and literacy skills; and (7) develop an appreciation of human diversity. The handbook is divided into seven sections. The introduction explains the program's goals and components. The second section offers tips for implementing the program. The third section discusses developmentally appropriate practices and how Sesame Street PEP meets those criteria. The fourth section offers suggestions for reading with children and includes tips for creating reading spaces and building a library collection. The fifth section contains play and learn activities grouped into the areas of children and their world, human diversity, learning about symbols, and thinking skills. The activities are designed for 4- and 5-year-old children, but tips for adapting them for 3-year-olds are included. This section also includes advice for using the activities and lists of related children's books. The sixth section provides additional resources, and the last section discusses "Today on Sesame Street," the monthly guide to the Sesame Street show. (TJQ)

ED 368 453 PS 022 077

Balaban, Nancy; Dubiel, Carol
Toddlers in Child Care: What Does a "Quality" Program Mean?
PUB DATE- 12 Nov 93
NOTE- 25p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Anaheim, CA, November 12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Cultural Awareness; Day Care; *Day Care Centers; *Educational Quality; Parent Attitudes; *Parent Teacher Cooperation; Preschool Education; *Program Effectiveness; *Toddlers
IDENTIFIERS- Child Care Satisfaction; Day Care Selection

This paper describes the characteristics of toddlers aged 12 to 30 months in relation to the qualities necessary for an effective early childhood program for such children. The first half of the paper discusses these qualities, which include: (1) respect for toddlers' budding autonomy; (2) attention to language development; (3) social interaction and play with peers and adults; (4) attention to gross motor development; and (5) respect for attachments to family and culture. The second half shares the experiences of the director of an infant and toddler child care center and, based on videotaped material, discussions with parents about their own thoughts and feelings about having their children in a child care center. The effectiveness of two specific practices, the primary care model and the use of parent-teacher notebooks, are examined by means of descriptions of parent-child and parent-teacher interactions. (MDM)

ED 368 454 PS 022 078

Parent, Sophie; And Others
Maternal Adjustment to Developing Child Competencies: Is Age All That Matters?
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Biennial Meeting of the

divorce, and birth rates; (4) career, economic, and child care issues; (5) gender roles; (6) family time management; and (7) family relationships. A closing section examines troubled families, in particular those where abuse is present. Contains 264 references. (MDM)

ED 368 474 PS 022 184

Koralek, Derry G.; And Others
Caring for Children in Family Child Care. Volume I, Volume II, and Training Guide.
PUB DATE- 93
NOTE- 386p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Annotated Bibliographies; *Child Development; *Child Health; Classroom Environment; Early Childhood Education; *Family Day Care; Language Skills; *Learning Modules; Physical Development; Programmed Instructional Materials; *Teacher Education Programs
IDENTIFIERS- CDA Credential; *Child Safety; *Family Day Care Providers

This document contains volume I, volume II and the Trainer's Guide. Volume I contains 6 modules of a course of study designed to help individuals, either on their own or in a formal course of instruction, acquire the skills and knowledge needed to provide high-quality family child care for children from infancy through age 12. The other 7 modules outlined in volume II, and the entire 13-module training program can help individuals acquire a nationally recognized credential from the Child Development Association. The six modules cover safety, health, the learning environment, physical development, cognitive development, and communications in a self-study format. The seven modules contained in volume II cover creativity, self-esteem, social development, guidance, parent-relations, program management, and professionalism in a self-study format. Each module contains a subject overview, pre-training assessment to analyze strengths and weaknesses, four-to-six learning activities, a summary of significant concepts, a post-test or competency assessment, and a glossary of important words and terms. Each module is designed to be completed in 4-to-6 weeks, with the entire 13-module training program taking 12-to-18 months. Contains an annotated bibliography of 73 books and guides for further study. A trainer's guide is also included. (MDM)

ED 368 475 PS 022 191

A Head Start on Head Start: Effective Birth-to-Three Strategies. An Ounce of Prevention Fund Paper.
PUB DATE- Jan 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Health; *Day Care; *Federal Programs; *Financial Support; Home Visits; *Infants; Nutrition; Position Papers; Preschool Education; Program Descriptions; Program Effectiveness; Toddlers
IDENTIFIERS- Integrated Services; Program Characteristics; *Program Expansion; *Project Head Start

research articles published in the journal "Child Development Abstracts and Bibliography" (CDAB) from 1987 to 1991 on the topic of family interaction. A total of 37 adult-child and adult-adolescent interaction studies were located and examined. A comparison of the articles found that the majority advocated finding a common conceptual and methodological base by concentrating on reporting studies on the interactional language function of regulating or controlling others. None of the 31 empirical studies made reference in their statements of purpose to developing knowledge of individual and social differences. Only two studies included a racially diverse sample of subjects. The bulk of the paper consists of tables outlining the stated purposes of the articles examined, the definitions of interaction in the articles, and a compilation of the interpretive review components of the articles. An appendix lists the categories included in CDAB for selected issues. Contains 65 references. (MDM)

ED 368 496 PS 022 260

Melby, Janet N.
Family Context of Adolescent Academic Competence.
PUB DATE- Mar 93
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Adolescents; Child Rearing; Demography; Educational Attainment; *Fathers; Grade 7; Junior High Schools; *Mothers; Parent Child Relationship; *Parent Role; Predictor Variables; Sex Differences; Socioeconomic Background

This study examined the relationship between parental childrearing behaviors and adolescent academic competence in 393 seventh-graders from rural two-parent families with similar educational and economic backgrounds. Data was collected from school academic records, adolescent and parent questionnaires, and observer ratings. Results indicate that academic competence was negatively related to indicators of hostile or inconsistent parenting and positively related to nurturing and involvement indicators. Parent educational level was not significantly related to hostile or inconsistent parenting, but were related to all four of fathers' nurturing and involvement behaviors and to one of the mothers' nurturing and involvement behaviors. Demographic variables were not related to mothers' parental behaviors, but were related to many father parental behaviors. Consistent with previous findings, results support the importance of the relationship between parental behaviors and adolescent academic competence. Two figures and one table are attached. (MDM)

ED 368 497 PS 022 263

Burns, Ailsa; Scott, Cath
Mother-Headed Families and Why They Have Increased.
PUB DATE- 94
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art

aging and vision loss; (3) cultural applications of new skills; (4) CHRs' strategies for sharing their learning; (5) culturally appropriate communication patterns and teaching methods; and (6) followup reports by CHRs on the personal and professional impact of the training. A project summary and recommendations are included. The 28 appendices include a training agenda; key words; various forms, assessments, and results; a followup interview of CHRs; and lists of resources. (KS)

ED 368 515 RC 019 377

Rural Electric Youth Tour Packet.
PUB DATE- 93
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Programs; Cooperatives; *Federal Government; *Field Trips; High Schools; *High School Students; Instructional Materials; Program Implementation; Rural Education; *Rural Youth; United States History; Youth Programs
IDENTIFIERS- *District of Columbia; *National Rural Electric Cooperative Association DC

This packet of materials provides information about tours for rural secondary students in Washington, D.C., sponsored jointly by the National Rural Electric Cooperative Association (NRECA), state rural electric cooperatives, and statewide associations of rural electric systems. Since 1958 this program has selected high school students to visit Washington and learn about rural electric cooperatives and American history and government. Students attend educational seminars, meet with their representatives in the House and Senate, and visit historical sites. A manual provides information on organizing a tour, selecting youth tour delegates, and holding contests to select participants; and describes the committees of the Youth Consulting Board program (YCB), consisting of state youth representatives who report to NRECA on activities and programs. A newsletter written by YCB members contains reflections on their experiences. Booklets for youth participants cover Washington tourist attractions, the history of rural electrification, energy and electricity, and the history of cooperatives in the United States. (LP)

ED 368 516 RC 019 511

Russell, George
The American Indian Digest.
PUB DATE- 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian Education; *American Indian History; American Indian Reservations; *American Indians; American Indian Studies; *Demography; *Federal Indian Relationship; Genealogy; Racial Bias; Study Guides; Treaties; Tribal Sovereignty; *Tribes

This guide provides a basic source of historical and contemporary Indian information from an American Indian perspective and

(2) student needs assessment; (3) program strategies stressing greater versatility in programming, flexible scheduling, school enhancers such as work-study and career education programs, advocacy and support services, and stronger linkages and transitional programs for higher educational opportunities; (4) student credit exchange and accrual; (5) parental involvement; (6) interagency coordination and cooperation; and (7) integrating program evaluation with program design and implementation. Each section includes a rationale, implementation information, resources, and technical assistance information. Appendices include a listing of migrant education state offices; contact information for technical assistance; sample job descriptions; and master pages for various forms including student surveys, a language proficiency rating instrument, and student needs assessment. (LP)

ED 368 533 RC 019 554

Program Planner for Migrant Secondary-Aged Youth.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.; Texas Education Agency, Austin.
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; Dropouts; *Educational Objectives; Educational Planning; *Migrant Education; Migrant Programs; Parent Participation; Personnel Management; *Program Development; *Program Implementation; Secondary Education; Services; *Student Needs; Student Recruitment

This planner aims to assist program directors in establishing or enhancing secondary education programs for migrant students. A chart format enables review of essential elements of successful programs and facilitates discussion and planning of each element. The charts identify the task, the person responsible for accomplishing the task, the resources needed to accomplish the task, and the timeline for each task. Essential elements of successful migrant secondary programs covered by the charts are: (1) developing a mission statement; (2) identification and recruitment efforts; (3) student needs assessment; (4) instructional services; (5) instructional support services; (6) supportive administrative policies; (7) parental and community involvement; (8) services aimed at dropouts; (9) reporting and followup; (10) staff selection, qualifications, and inservices; (11) program design and implementation; and (12) intrastate/interstate coordination and cooperation. (LP)

ED 368 534 RC 019 611

Kirkness, Verna J.; Bowman, Sheena Selkirk
First Nations and Schools: Triumphs and Struggles.
PUB DATE- 92
NOTE- 136p.; Also published in French under the title "Les ecoles des premieres nations: Luttes et triomphes."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; *Canada Natives;

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Research; College Science; Educational Research; Higher Education; Mathematics Education; *Portfolios (Background Materials); *Problem Solving; Science Teachers; Self Evaluation (Individuals); *Teacher Education
IDENTIFIERS- *Alternative Assessment; Performance Based Evaluation; *Preservice Teachers; Reflective Thinking; Reflective Writing

Within the past several years of education reform, portfolios and other types of performance-based assessment have come to be recognized as viable alternatives to standardized tests. This report discusses insights gained through the use of portfolios at the university level with preservice students and their field-based experiences. Although portfolios can be used in other disciplines, the examples in this paper highlight uses in mathematics, and point out benefits in areas such as problem-solving, and helping students to become reflective. (ZWH)

ED 368 552   SE 054 156

Bishop, Alan J.; And Others
Significant Influences on Children's Learning of Mathematics. Science and Technology Education Document Series, No. 47.
PUB DATE- 93
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- Community Influence; Cultural Context; Educational Quality; Elementary Secondary Education; *Instructional Materials; *Mathematics Education; *Prior Learning; *Social Influences; Student Experience; *Teacher Influence; Teacher Role
IDENTIFIERS- Mathematics Education Research; *Psychology of Mathematics Education

This book is intended to bring to a wider audience research concerned with the significant influences on the quality of mathematics learning taking place in schools. The four essays are: (1) "Influences From Society" (Alan Bishop); (2) "The Socio-cultural Context of Mathematical Thinking: Research Findings and Educational Implications" (Terezinha Nunes); (3) "The Influences of Teaching Materials on the Learning of Mathematics" (Kathleen Hart); and (4) "The Role of the Teacher in Children's Learning of Mathematics" (Stephen Lerman). A list of references from the International Group for the Psychology of Mathematics Education conference proceedings contains 77 citations and a list of other references contains 194 citations. (MKR)

ED 368 553   SE 054 172

Felder, Richard M.; And Others
Gender Differences in Student Performance and Attitudes. A Longitudinal Study of Engineering Student Performance and Retention. Report No. NCSU-94A.
PUB DATE- Feb 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

chemical point of view; (2) detailed descriptions of the problems that occur when students are distilling during laboratory experiments; (3) an interpretations of the problems; and (4) ways to avoid problems with the help of different teaching strategies. (ZWH)

ED 368 573 SE 054 336

Gess-Newsome, Julie

Teachers' Views of the Role of Evolution in the Structure of Biology.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Mar 94

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Biology; Educational Research; *Evolution; Field Trips; Higher Education; High Schools; *Inservice Teacher Education; Science Curriculum; Science History; *Science Instruction; Scientific Concepts; Secondary School Science; *Teacher Attitudes; Teacher Characteristics

National biology reforms often define evolution as the unifying concept in biology. However, few inservice teachers have an understanding of this role. The purpose of this study was to evaluate the effectiveness of a course sequence in evolution designed for inservice biology teachers on their conceptions of the role of evolution in biology. Twenty-two teachers attended a course for two quarters. The course covered the history and mechanics of evolutionary theory, included a 12-day field trip to the Galapagos Islands, and ended with a synthesis of course materials into classroom lesson plans. Teachers' views of the role of evolution in biology did not change as a result of the program. No significant change occurred in the number of the teachers who included evolution in their descriptions of biology (approximately 50%), with only two teachers recognizing the unifying role of biology. At the conclusion of the course, teachers were as likely to define evolution as a subordinate concept in biology as they were to describe it as the superordinate theory tying disparate biology topics into a coherent whole. Despite a course specifically designed to present evolution as the unifying theory in biology, the teachers were unwilling or unable to change previously held views of biology. (PR)

ED 368 574 SE 054 337

Hwang, Bao-tyan; Liu, Yuan-sheng

A Study of Proportional Reasoning and Self-Regulation Instruction on Students' Conceptual Change in Conceptions of Solution.

PUB DATE- Mar 94

NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Chemistry; Classroom Research; Cognitive Development; *Concept Formation; Foreign Countries; Higher Education; Misconceptions; *Science Instruction; Scientific references are sequenced in alphabetical order by the author's last name and are separated further by specific topics. Works presented at recent conferences or other reports available only from the author are listed in an appendix that lists some of these references, including access information. Readers interested in learning more about a particular step in the process of developing diversity may use the general contents to turn first to that step or to a section of that step. An overview of the digest can be found in the complete contents. An index lists all of the authors. (DK)

ED 368 593 SO 022 938

Mohapatra, Urmila
Current Research on Women Administrators and Professionals: A Select Bibliography.
PUB DATE- 15 Aug 91
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Higher Education; *Managerial Occupations; *Minority Groups; *Occupational Mobility; Sex Bias; Sex Differences; Sex Discrimination; Social Attitudes; *Socialization; *Women Administrators; *Womens Studies

This document presents a bibliography of research addressing topics pertaining to women administrators, managers, and other professionals. Most of the studies were conducted in the 1960s, 1970s, and 1980s. A few earlier, groundbreaking studies also appear, as do contributions of scholars from various disciplines, including political scientists, sociologists, psychologists, education specialists, and anthropologists. The materials that this document presents appear under 35 subcategories, some of which are: "Theoretical Concerns about Women Administrators and Professionals"; "The Family Environment of Women Managers"; and "Women in the Legal Professions." (SG)

ED 368 594 SO 022 950

Piet-Pelon, Nancy J.; Hornby, Barbara
Women's Guide to Overseas Living. Second Edition.
PUB DATE- 92
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; Child Rearing; Children; *Cross Cultural Training; Elementary Secondary Education; *Females; *Foreign Countries; *Foreign Nationals; Foreign Students; *Foreign Workers; *Intercultural Communication; International Programs; Overseas Employment; Study Abroad; *Travel
IDENTIFIERS- Overseas Activities

This book examines issues critical to women and their families who go abroad to live. In advising how to cope effectively with the problems that arise, the book illuminates the advantages of living overseas and offers practical suggestions and guidelines that help women take advantage of the opportunity to share in another culture. Divided into 13 chapters, the book includes chapters on reentry to one's home culture and on such special concerns as discrimination, being from a relatively unknown country, being a foreign born spouse, and expecting more similarities than differences in the host culture. The document

(4) education for general knowledge, life skills, and workforce skills for youths and adults. The document uses the broader term "education for basic learning" as opposed to "basic education" because the latter is often understood as primary education for children. Education for basic learning is described as fundamental for economic growth, social and environmental development, and political development. Figures illustrate: (1) returns to investments in education versus physical infrastructure in Latin America; (2) relationship between increased education investment and economic growth and increased education and reduced fertility; (3) definition of levels of educational advancement; and (4) matching supporters with key members of Congress. In a section on outreach ideas, the document outlines steps for taking action. A sample letter and lists of relevant committee members in Congress are listed by committee. Examples of A.I.D.'s lobbying successes in policy environment, girls' education, total resource coordination, and quality in the classroom are included. (DK)

ED 368 611 SO 023 651

Brophy, Tim
From Science to Aesthetics: Tracing the Role of Music in America's Public Schools.
PUB DATE- Oct 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Research; *Educational History; *Music; *Music Education; *Music Teachers; United States History
IDENTIFIERS- Dewey (John); *Pestalozzi (Johann Heinrich); Woodbridge (William Channing)

This review of the role of music in public education in the United States begins with an account of the early developments of music education, and traces this role and its transformation throughout U.S. history. At first none of the arts constituted a substantial part of the materials of public pupil education. Music did not become part of the public school curriculum until the early 19th century. The initial role of music in public education was to improve singing in church by means of a scientifically reasoned curriculum, and subsequently to encourage this more musically literate public to join the singing and choral societies popular in the 19th century. This role was supported popularly by the belief that the study of music increased brain function and developed man's intellect. Educators maintained that learning the science of music notation demanded an orderly thought process that made music a mental discipline as intellectually sound as mathematics. Although the public school music curriculum nearly always was implemented by a specialist, near the end of the 19th century, this responsibility was being shifted increasingly to the regular grade teacher. This reassignment of teaching responsibility coincided with a movement psychologizing education and a focus provided by John Dewey. By 1950 music education was defined though concern with feelings and experiences and how artistic sensibilities could be developed and refined through musical training. Today a search for relevance defines the role of music in public education. Appendices include the resolutions, notes, and a 15-item annotated bibliography. (DK)

ED 368 612 SO 023 656

Generally, the students considered themselves healthy, watched little television, and viewed other students as supportive and friendly. Respondents regarded perceived differences as positive. Arts students had a more intuitive orientation and higher anxiety than other adolescents. The results produce a profile of a typical arts student. Implications of the study emphasized the recognition of anxiety levels in this population and the need to orient these students toward self direction. (CK)

ED 368 631 SO 023 790

Johnson, Robert E.; Barry, Nancy H.
The Arts and the At-Risk Child: A School and Community Partnership.
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-25, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Art; *Community Involvement; Conferences; Cooperative Planning; *Dropouts; *High Risk Students; Program Development; School Community Relationship; *Secondary Education
IDENTIFIERS- Alabama; Auburn University AL

A project initiated by the Auburn University (Alabama) program in music education in the College of Education and the Auburn University Cooperative Extension Service brought together school and community groups from targeted communities in Alabama to plan a conference to initiate thinking and develop action strategies for enriching the lives of at-risk youth through the arts. The impetus for the project arose from the school dropout rate of 24% for Alabama secondary students in 1989-1990. Planning sessions produced a conference outline focusing on four areas: (1) identify the target population for the conference; (2) conference agenda; (3) evaluate/synthesize conference results; and (4) expected outcomes. Communities organized in advance of the conference received data gathering kits organized into four parts, accompanying questions, and the process needed to answer the questions. The conference goals were to: (1) provide rationales for proposing the use of the arts to address problems of youth-at-risk and school dropouts; (2) begin or complete the inventory for resources found in the kit; and (3) begin networking activities. An evaluation of the conference suggested participants believed in the role of the arts in working with at-risk youth and [illegible] the relevance to their community. The action phase of the process continued in each of the communities and addressed future directions from this work. (CK)

ED 368 632 SO 023 795

Simultaneous Education for Women and Girls. Report of a Project.
PUB DATE- 89
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Community Cooperation; Community Coordination; Community Development; Community Involvement;

decolonization and remains further away from the social reality in which international organizations work. Development can be perceived as a broad-ranging process involving the homogeneous interplay of economic, social, and cultural factors. Culture is principle in forming the material, the organization, and the production of symbols and thus needs a multi-dimensional approach. Education requires a global approach with the greatest possible social support and adequate teaching. A frame for educational policy suggests how to construct the cultural side: (1) a scientific culture at the peak; (2) a social culture at the base; and (3) an appropriate linguistic overlay. The strategy to achieve education contributing to cultural development requires national (intra-cultural) coordination, local (intercultural) coordination, and international (cross-cultural) coordination. Problems include the many aspects of development, various cultures and beliefs, the objectives of education, school culture, communication technologies, language culture, and scientific research. (CK)

ED 368 652 SO 023 843

Dreams and Despair: The Early Years of the Great Depression in Gary, Indiana.
PUB DATE- Dec 93
NOTE- 17p.; Pictures will not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Collected Works - Serials (022)
DESCRIPTORS- Blacks; *Community Change; Community Influence; *Community Problems; Economic Climate; *Economic Impact; *Economics; Elementary Secondary Education; Ethnic Relations; Immigrants; Industry; Mexican Americans; Social Studies
IDENTIFIERS- *Depression (Economic 1929); *Indiana (Gary)

Based on official reports, newspapers, the memories of citizens, and historical studies, a description of Gary, Indiana during the Great Depression shows how many people in Gary were affected by the Depression. Gary began to grow rapidly beginning in 1906 with the organization of two steel companies. Black, European, and Mexican immigrants came to Gary to get jobs in the steel mills. A brief introduction about the effects of the Great Depression on the national economy precedes the specifics of Gary in the Depression. An illustration provides an example of the cycle of an economic depression. Gary responded through private relief agencies, business and industry, the Red Cross, and other work relief. The Mexican workers were among the first to be fired when mill production dropped. Anger and resentment built and a real movement began in Gary in 1932 to remove all Mexican immigrants to Mexico for repatriation. A timeline gives some historical context through use of local, state, and national events in the early years. Musical excerpts add another part of the cultural picture. A crossword puzzle using the Great Depression as a theme precedes selected resources for student reading, general sources, and special interest. (CK)

ED 368 653 SO 023 845

NAEA 1993-1995 Agenda. Recognizing Excellence: Briefing Paper Series.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Constitutional History; *Constitutional Law; *Court Judges; *Court Litigation; Court Reporters; Courts; Elementary Secondary Education; Justice; *Law Related Education; *United States History
IDENTIFIERS- *Supreme Court

This book, intended for juveniles and young students, provides an encyclopedic collection of reference information about the U.S. Supreme Court. The articles are arranged alphabetically to aid in looking up words, ideas, or names. Lists of "see also" entries are located at the end of articles to refer the reader to related subjects. The book includes biographical sketches of all 107 justices of the Supreme Court, detailed discussions of 100 of the most historically significant cases decided by the Supreme Court, articles that define and discuss concepts central to the meaning of constitutionalism in the United States and decision-making by the court, legal terms and phrases associated with the Court's operation, procedures and practices in the daily operations of the court, essays on key topics and issues in U.S. constitutional law, excerpts from notable Supreme Court opinions, and tables of milestone cases in the development of constitutional law. Essays on current constitutional issues include abortion rights, affirmative action, censorship, school prayer, libel, and employment discrimination. Other essays illuminate procedural topics such as the right to trial, right to counsel, and protection against self-incrimination. The articles demonstrate the relationships of the Court to the lives and concerns of individuals in U.S. society. Two appendices are included. The first gives the terms of the justices of the U.S. Supreme Court. The second describes visiting the Supreme Court Building and includes a floor plan indicating the parts of the building that are open to the public. The volume is illustrated with photographs throughout. (DK)

ED 368 671 SO 023 929

Campeau, Raymond
A Required Carnegie Unit in the Arts - What Form Will It Take?
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Appreciation; *Art Education; Educational Research; Secondary Education; *Student Attitudes; *Student Reaction; *Visual Arts

This document describes a study to assess the change in students' responses toward the visual arts as a result of their participation in an entrance level art course. The course was structured to provide the students with an understanding of art skills, a recognition of excellence in art objects, and knowledge of diversity of delivery through style and media. The students were provided with a forum to produce, criticize, and make judgments in the visual arts. Student responses toward art works representing diverse styles and techniques were assessed at the beginning and end of the school year. Written assignments and samples of the students' art works were reproduced and kept on file along with questions that the

Clark, Linda; And Others
Project 30 and the Pedagogy Seminars: A Report to the Administration and Faculty.
PUB DATE- 92
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Collegiality; *Demonstration Programs; Education Courses; Elementary Secondary Education; Higher Education; Instructional Improvement; *Integrated Curriculum; Liberal Arts; *Preservice Teacher Education; *Program Evaluation; *Seminars; Teacher Educators; *Team Teaching
IDENTIFIERS- Millersville University PA; *Pedagogical Content Knowledge; Preservice Teachers; Project 30 (Teacher Education); Reflective Teaching

Millersville University (PA) began its involvement in Project 30 in the summer of 1988. Through a variety of activities, the project team was committed to the improvement of preservice teacher education through the integration of liberal arts and professional education courses. This report describes the accomplishments of Project 30 and discusses future directions for improving teacher education and enhancing the climate for teaching excellence on campus. The report provides a compilation of several documents which together describe a variety of activities, successes and missteps of the last several years. The main body of the report describes the Pedagogy Seminar program, a 1-credit, optional seminar that supplements selected arts and sciences courses and is team taught by arts and sciences and teacher education faculty. Each seminar focuses on its accompanying arts and science course and its instructor as a "case study" in pedagogical content knowledge. With the faculty team, students analyze the teaching of a particular course and practice transforming course content for teaching. For developing a model to enhance the teaching profession and strengthening humanities foundations for teachers, the university was the recipient of the Christa McAuliffe Showcase for Excellence award and recognition from the National Endowment for the Humanities. (LL)

ED 368 688 SP 035 110

Kozolanka, Karne
Show and Tell: An Appreciation of "Making" Activities.
PUB DATE- 2 Mar 94
NOTE- 14p.; Paper presented at a Meeting of the Western Canada Association for Student Teaching (Winnipeg, Manitoba, Canada, March 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Construction (Process); Course Content; Education Courses; Elementary Secondary Education; *Experiential Learning; Foreign Countries; Higher Education; Holistic Approach; Literature Reviews; Outdoor Education; *Preservice Teacher Education; Student Projects; *Theory Practice Relationship
IDENTIFIERS- University of Regina SK

This paper describes the incorporation of a "making" activity as

McKay, Joane W.; And Others
IFEP as a Tool for Infusing Community Service Agencies in Pre-Service Teacher Preparation.
PUB DATE- Feb 94
NOTE- 39p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Community Programs; Community Services; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Individualized Programs; *Methods Courses; *Preservice Teacher Education; Secondary Education; Self Evaluation (Individuals); Student Experience; *Student Participation; Teacher Attitudes
IDENTIFIERS- Preservice Teachers

This paper describes a field experience program that involved preservice teachers in creating action plans that would incorporate schools of education and human service agencies in collaborative efforts for the welfare of children. The program, a component of the Secondary Education Teacher Development Seminar, required development of an Individualized Field Experience Plan (IFEP) which involved students' self-assessment of their background, an outline of their specific goals, and 15 hours of school and community observations. The community involvement component of the IFEP brought students to an increased awareness of diverse living conditions and educational backgrounds. The personal stories are presented of two graduate students with theater backgrounds who began a program that benefitted hundreds of inner city youth. Factors in the field experience program's success are analyzed, such as having a support group of peers in the seminar, using a team teaching approach, and assigning students to reflect on persons who made a difference in their lives. Appendices provide the form used for an Individualized Field Experience Plan and a sample copy of a completed IFEP. (JDD)

ED 368 707 SP 035 142

Dill, David D., Ed.; And Others
What Teachers Need To Know: The Knowledge, Skills, and Values Essential to Good Teaching. First Edition.
PUB DATE- 90
NOTE- 247p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; English; Higher Education; Individual Development; *Intellectual Disciplines; *Learning Theories; Mathematics; *Moral Values; Preservice Teacher Education; Schools of Education; Sciences; Secondary School Teachers; *Skill Development; *Teacher Education Programs; Teacher Educators; Teaching (Occupation); Theory Practice Relationship
IDENTIFIERS- *Knowledge Base for Teaching; *Preservice Teachers; Professional Development Schools; Reform Efforts

The papers presented as chapters in this book outline the background and professional preparation teachers need in subject area knowledge, understanding of intellectual and emotional growth, learning theory, and moral principles. The volume is organized into four parts. Each part is introduced

Server to Desktop: Capital and Institutional Planning for Client/Server Technology" (Richard Monty Mullig and Keith W. Frey), which examines planning and implementation at the University of Chicago Biological Sciences Division; (7) "Right Sizing a Mainframe Administrative System Using Client/Server" (Ron Dawe and Robert Cermak), which deals with the administrative computing environment at Colorado State University; and (8) "Security in a Client/Server Environment" (Gerry Bernbom and others), which considers the design of information security solutions at Indiana University. (Some papers contain references.) (JDD)

Governing Councils; Community Colleges; Educational Change; *Educational Cooperation; *Faculty College Relationship; Faculty Organizations; Futures (of Society); Governance; Higher Education; *Leadership; Leadership Qualities; *Management Development; Models; Public Colleges; Retirement; Teacher Retirement; *Unions

IDENTIFIERS- California; Empowerment; Illinois; Massachusetts

This proceedings document discusses academic leadership in uncertain times, the need for a cooperative model of collective bargaining to provide administration and faculty the flexibility required to respond to changing times, who should bargain for whom and for what, readiness of the next generation to lead, and retirement issues for college faculty. Papers include: "Academic Leadership While the Sky Is Falling: A Union Perspective" (Ernst Benjamin); "The Sky Has Fallen, the Abyss Beckons: Academic Leaders Respond to Crisis in Massachusetts Public Higher Education" (Paul F. Weller); "Academic Polemics: A Leader's Response to the Critics of Academe" (Irwin H. Polishook); "Cooperative Models of Collective Bargaining and Collegial Governance: The Perspective of an Academic Senate" (Sandra Wilcox); "Mutual Gains Bargaining: Planned Institutional Change" (Maria Curro Kreppel); "The Impact of the California Community College Reform Act on Collective Bargaining" (Gwen Hill); "Faculty Empowerment in an Era of Change: The Union's Role in Implementing the California Community College Reform Act" (Diane Crow); "Relationships between Faculty and Non-Faculty Members of the Same Bargaining Units in the Illinois Public Higher Education System" (Mitchell Vogel); "Higher Education Leadership in the Year 2000" (Clark Kerr); "Developing Faculty Union Leaders" (Mark Blum); and "Retirement Issues for College and University Faculty" (Hans Jenny). (References accompany some papers.) (JDD)

Countries; *Higher Education; Industry; Job Skills; Labor Market; *Relevance (Education); Technology; Trend Analysis; *Unemployment
IDENTIFIERS- *Australia

This paper examines the issue of the responsibility of higher education institutions (HEIs) for and response to rising unemployment rates and economic decline within Australian society. It presents an analysis of the salary and employment status of college graduates over time, revealing that types of graduates with initially high levels of unemployment do eventually get absorbed into the workforce. Additionally, the paper examines reports from various countries in the Organization for Economic Cooperation Development on the relation of unemployment to graduates of the humanities and social sciences - the implication being that problems of employment were greatest for such graduates. Other topics discussed include: (1) changes in student distribution and enrollment in various fields of study and the responsibility of HEIs to respond to changes in educational demand; (2) the nature of technology and its relation to higher education and employment; (3) the issue of HEIs' ability to predict employers' demands for a great range of changing skills and to supply that demand with qualified graduates; and (4) HEIs' role in displacing labor through its research and development contributions to technological change. (GLR)

Practice in UK Universities.
PUB DATE- Dec 93
NOTE- 25p.; Paper presented at the Society for Research into Higher Education Conference (Brighton, England, United Kingdom, December 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrative Change; Adult Students; Change Strategies; *College Administration; College Faculty; College Students; Educational Policy; *Educational Quality; Foreign Countries; Higher Education; Instructional Effectiveness; Interviews; *Organizational Effectiveness; *Professional Continuing Education; Student Attitudes; *Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- United Kingdom

This 2-year study of the effectiveness and quality of continuing professional education (CPE) in the United Kingdom identified policy implementation issues resulting from recent government policies and economic imperatives which have given rise to a "new managerialism" which is changing the organizational culture of higher education including CPE. The study interviewed 40 tutors and over 60 students from 14 departments involved in continuing education at 9 different universities. Tutors taught in the areas of: building and construction, health and safety, teacher/lecturer education, geographical sciences, counseling, management, educational management, leisure and outdoor activities, and law. The tutors and students were interviewed in semi-structured formats, some students were interviewed in groups, and five small scale case studies were done of tutors' work. Students were in courses ranging from single-day training events to 2-year part time masters degrees programs. The study found a significant gap between the rhetoric of existing prescriptions for CPE effectiveness and quality and the "actuality" of CPE. In particular the study found that the "new managerialism" must take into account four features central to effective implementation of their policies: (1) tutors' and students' perspectives; (2) tutors' values and practices and issues of change; (3) the market influences on developing CPE; and (4) the contribution of course evaluation to developing CPE. (Contains 13 references.) (JB) systems for academic courses. These include telecourses, independent study designs, computer-delivered courses, and multimedia instruction, for both entire courses and course modules. The college has a coordinator of distance education who assists in planning and administration of distance courses. Access to students and financial reasons have been clear motivators for the college. Rogers State College has its own television station, which has spurred the movement to television delivery. Experiences so far have indicated that one of the most serious problems with distance education is the student's high level of uncertainty regarding teacher expectations and student responsibility. The college is addressing this through careful planning and the use of an initial face-to-face orientation for each course. Developing courses that are relevant to students and allow for high levels of interaction is proving challenging but necessary. (SLD)

Noguchi, Kay
Internet 101.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Computer Networks; *Educational Technology; Electronic Mail; Elementary Secondary Education; Higher Education; *Information Networks; Information Technology; *Technological Advancement; *Telecommunications
IDENTIFIERS- Hawaii; *Internet; *Pacific Region; PEACESAT

The Internet, a worldwide network of computer networks, is a noncommercial service with acceptable use restricted to the advancement of education and research. Although it has been in existence for quite a while, it is still new to most elementary and secondary educators in the Pacific region and elsewhere. This report is an introduction to the Internet and global networking. Pacific-region education faculty have access to the Internet through the University of Guam and the University of Hawaii and will soon have access through the PEACESAT (Pacific Educational And Communication Experiment by SATellite) project, a partner with the Pacific Region Educational Laboratory. Basic Internet applications are described, including electronic mail, remote login, and file transfer. Real life examples are given of the ways in which elementary and secondary school teachers can use the Internet. These include professional use by teachers and use by students in discussion groups through electronic mail. Prerequisites for Internet use are described. (Contains 16 references.) (SLD)

EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Adolescents; *Black Community; Black Institutions; *Black Youth; Children; Childrens Libraries; *Church Role; Elementary Secondary Education; *Institutional Cooperation; Interviews; Librarians; Library Collection Development; Library Collections; Library Role; *Library Services; *Public Libraries; Questionnaires; Tables (Data); User Needs (Information); Users (Information)
IDENTIFIERS- *African Americans; Illinois

The African American church has a long history of service to its community. The church in African American life has always served as a source of support, learning, information, and improvement for its members and the community it serves. This project directed its resources and energies toward developing meaningful and effective strategies for working with African American churches to encourage their youth to make better and more extensive use of library services. Topics covered in this document are: an overview of the participants of the project; techniques used to increase communications between the two institutions; an examination of the African American collections at each library; an evaluation of materials purchased by the project; a list of recommended materials for a well-rounded African American collection; descriptions of the project's programs; evaluation of the programs; the questionnaires used in the project; the librarian interviews; the project director's evaluation; conclusions; and the recommendations and products of the project. The appendices include management profiles of the project libraries; a directory of the churches; Urban School Improvement Project church survey documents; library and church newsletters; selected African American publishers; the evaluation questionnaire; and a list of selected children's books and authors. (JLB)

Relationship; *Two Year Colleges
IDENTIFIERS- *California

Recent critics of community colleges wrongly argue that early junior colleges in California were created not to democratize education, but to keep the university exclusive. The first state junior college law was passed in California in 1907, allowing high schools to offer 2 years of postsecondary work at a time when high schools were not yet required to offer grades nine through twelve. Benjamin Ide and Alexis Lange of the California State Board of Education and Anthony Caminetti of the Senate Committee on Education were key players in the bill's passage. The first junior college, established in Fresno in 1911, was plagued with image problems and low enrollment. By 1917-18, there were 1,561 students enrolled in 21 California junior colleges, but by 1922-23, there were only 1,416 students in 18 institutions. Revisionists criticize early junior college advocates of diverting junior college students into vocational programs to maintain the existing social order, but California was a new frontier with a dynamic evolving middle class where farmers, ranchers, and miners later became successful businessman. The California junior college was a hybrid product designed to reflect the economic interests of local communities through different technical and vocational programs. For newspaper editors, magazine and business writers, and real estate brokers, the colleges were an asset to local boosterism, making the surrounding communities appear to be superior in status and culture. California boosters held the vision of creating a new society in a new land. The new society had one new educational institution for the new century, the public junior college. (KP) best serve their discipline. Participating faculty are compensated for their time, and of the 89 faculty members who have been trained to date, 46 have chosen to teach on the network. Involving faculty in design and implementation has been critical to the success of the Waubonsee TIC. (KP)

ED 368 419 JC 940 224

Hagmeier, Jerry; And Others
Developing a Computerized Performance Based Curriculum Model.
PUB DATE- Nov 93
NOTE- 6p.; Paper presented at "Reinventing the Community College," the Annual Computer Conference of the League for Innovation in the Community College (10th, Nashville, TN, November 14-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Outcomes Assessment; College Planning; Community Colleges; *Computer Assisted Instruction; Computer Uses in Education; *Course Organization; *Courseware; Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Educational Technology; *Instructional Development; Instructional Effectiveness; Two Year Colleges

In developing a model for institutional assessment, John Wood Community College (JWCC), in Quincy, Illinois, decided to use student learning as the foundation of evaluation, as opposed to the activities and services offered by the college. This performance-based approach to institutional assessment was then expanded to reshape the process by which courses and curricula were designed. The curriculum model subsequently adopted by JWCC utilized a PC-based software package for instructional revision and was based on a performance-based instructional theory developed by the Community College Education Program at Virginia Tech which divides the development of instruction into the distinct areas of planning, delivery, and evaluation. The software package leads instructors through the process of identifying course content goals, creating lesson plans by identifying teaching practices appropriate to selected learning theories, and creating exams that specifically focus on the selected content goals. Concepts underlying JWCC's computerized pedagogical model include: (1) student knowledge and skills required to exit a course are communicated in advance; (2) what is taught and learned is systematically identified, aiding assessment efforts; (3) teachers are centrally involved in instructional planning; (4) the student is the target in course construction; (5) content goals are carefully analyzed by instructors; (6) planning is carefully aligned with delivery; (7) each content goal requires approximately 3 hours of student learning time; and (8) decisions about course content form part of a data-set for describing and evaluating the instructional process. (KP)

Assessment at Owens Community College.
PUB DATE- Mar 94
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Outcomes Assessment; *College Planning; *Community Colleges; *Institutional Evaluation; Institutional Mission; Mission Statements; *Program Effectiveness; Program Implementation; Research Design; Two Year Colleges
IDENTIFIERS- Owens Community College

Prepared by the Outcomes Assessment Task Force (OATF) at Owens Community College (OCC), in Ohio, this document describes the philosophy guiding assessment at OCC and provides a non-prescriptive guide for implementing an assessment plan. Part I provides an introduction to outcomes assessment at OCC, including OCC's assessment philosophy, a list of OATF members, and a calendar of assessment events through summer 1996. This section also outlines the following steps in a procedural design for implementing the OATF's proposed assessment plan: (1) examine college mission; (2) examine division mission statements; (3) examine department/program mission and outcomes; (4) develop departmental assessment plans; (5) implement and test assessment measures; (6) use assessments to make improvements; (7) evaluate the effectiveness of the assessment measures; (8) evaluate the assessment plan itself; and (9) communicate results to constituents. Part II describes the theoretical orientation of the Task Force and provides examples of the nine steps of the OATF plan. Part III describes assessment methodologies at OCC, indicating that assessment is divided into institutional, general education (GE), and department assessments, and provides tables of institutional assessment functions and activities. This section also provides the nine expectations and indicators of effectiveness of the Ohio Board of Regents, a table of GE competencies, and a workbook for program specific assessments providing information on the functions of community colleges, writing department mission statements, and measuring results. Finally, part IV presents a model of institutional effectiveness. Lists of general education competencies and desired competencies for students are appended. (KP)

Society for Research in Child Development (70th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Child Development; Competence; Early Childhood Education; Foreign Countries; *Individual Differences; Intelligence Quotient; Metacognition; *Mothers; Parent Attitudes; *Parent Child Relationship; *Preschool Children; *Verbal Ability; Verbal Development
IDENTIFIERS- Scaffolding

This study compared mother-child interactions and investigated how child verbal abilities interact with age to influence maternal scaffolding (teaching) styles in a group of 60 mother-child dyads in which the children were aged 3, 4, and 5 years (20 dyads in each of the 3, 4, and 5 year age groups). The mother-child pairs were filmed completing a model grocery store task in which they searched for 3 specific items. The children's verbal IQ was also measured, and the mothers filled out a questionnaire on parent-child interactions. Results indicated that there was a decrease with age in the proportion of maternal statements related to task-specific materials, particularly between the ages of 3 and 4. Mothers of 4-year-old children used proportionately more metacognitive statements, while mothers of 3-year-old children used proportionately fewer such statements, than did mothers of the 5-year-old group. (MDM)

This report examines the expansion of Head Start programs to include children from birth to age 3. The report notes that high-quality, comprehensive programs for families and young children have demonstrated their effectiveness in helping families raise healthy, confident, curious children and, by providing support to parents, increasing parents' own self-sufficiency and well-being. It then discusses essential elements of Head Start programs for children aged birth-to-three, stating that such programs need to be comprehensive, family-centered, and community-based, as well as committed to quality services, to adequate wages and benefits for staff, and to providing safe, healthy, and stimulating environments. It also recommends that these programs include home visits, family resource and support programs, and family-centered child care. The report concludes by arguing that it is imperative that the federal government mandate a specific portion of all Head Start dollars for birth-to-three Head Start Programs. (MDM)

ED 368 476 PS 022 193

Plestenjak, Majda
Flexible Organisation of Educational Work in Kindergarten.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Early Childhood Education; Educational Practices; *Elementary School Students; Foreign Countries; *Group Dynamics; Peer Relationship; *Play; *Preschool Children; *Student Attitudes
IDENTIFIERS- *Mixed Age Groups; Slovenia

This study examined the attitudes of 140 children ages 2 through 7 toward mixed-age grouping in a Slovenian kindergarten (preschool) setting. On four consecutive Friday mornings the children, normally grouped in classes aged 2-3 years, 3-4 years, 4-5 years, and 5-7 years, were given the opportunity to switch classes and play among children of differing ages. It was found that children aged 4-5 passed from one group to another more than any other age group. It was concluded that occasional togetherness on the playground and in play activities was sufficient for most of the children to satisfy their need for companionship with children of other ages. (MDM)

Materials (070)
DESCRIPTORS- Child Custody; Child Welfare; Comparative Analysis; Demography; Divorce; Family (Sociological Unit); *Fatherless Family; Females; Foreign Countries; *Heads of Households; *Marriage; *Mothers; Poverty; Religion; Sex Role; Social Influences; Social Problems; *Unwed Mothers; Widowed
IDENTIFIERS- Africa (Sub Sahara); Egypt; England; France; Japan; Scandinavia; United States; USSR

Noting that the preceding two decades have seen a dramatic growth in the proportion of families that are headed by women, this book explores the causes and implications of this development. The book bring together information on the past and present prevalence of mother-headed families in different countries. It then considers the various explanations (economic, demographic, cultural, sociopsychological) that have been offered for the recent increase, examining whether these proposals fit the facts and what they imply in terms of the increase, decrease, or stabilization of the proportion of single-mother families. The chapters are: (1) "Is Easy Divorce to Blame?"; (2) "The Contribution of Out-of-Wedlock Births to the Incidence of Mother-Headed Families"; (3) "Why Out-of-Wedlock Births Increase"; (4) "Ex-Nuptiality in Non-European Countries"; (5) "Widows"; (6) "Biosocial and Demographic Theories of Parenting"; (7) "Feminist and Decomplementary Theories of Parenting"; and (8) "Final Conclusions." Over 250 references are included. (HTH)

includes study questions at the end of each section. The primary function of this guide is to be a quick-study reference handbook. Basic questions essential to understanding current problems and issues of American Indians are addressed including: (1) How many Indians are there in the country?; (2) How many tribes exist?; (3) How many reservations are there?; and (4) What are the size and location of the population, tribes and reservations? The first chapter presents an overview of American Indian history beginning with the arrival of Columbus, and discusses myths and misconceptions concerning American Indians, antagonism between White settlers and American Indians including genocide and slavery of American Indians, and violation of government treaties. The second chapter provides demographic data on American Indians, including information on tribes and reservations for the past 500 years illustrating the constant transition of the American Indian population. This chapter also includes a map of federally recognized American Indian Nations and information on the gross acreage, trust land, total population, Indian population, and enrolled tribal population of Indian Nations. The third chapter addresses health, education, and economic welfare issues facing American Indians and concludes that most government programs have not successfully aided American Indians. The last chapter describes an individual's plan of action stressing the importance of education, political unity, and economic independence among American Indians. Also included are further references, catalogs of Indian publications, information on how to conduct a genealogy search, and locations of Bureau of Indian Affairs area offices. Contains maps and graphs. (LP)

*Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; Institutional Mission; Parent Participation; *School Surveys; Tribally Controlled Education
IDENTIFIERS- *Canada; *Culturally Relevant Curriculum

This report presents information on current developments in First Nations education in Canadian schools. A historical overview discusses traditional First Nations education, education provided by missionaries and the federal government, integration into provincial schools in the 1950s, and movement toward Indian controlled education. In 1971, a national policy paper "Indian Control of Indian Education" (ICIE) demanded local control and parental participation in First Nations education, focusing on the need for community-determined, culturally appropriate programs and curriculum, increases in the numbers of Indian teachers and counselors, and improvement of educational facilities. In 1991, a survey of 458 schools compared the current state of First Nations education with ICIE policy recommendations. The schools included 333 public schools, 74 separate (Catholic) schools, 39 band schools, and 8 federal schools; almost half were located in Ontario and British Columbia. Survey questions were broadly phrased and covered: (1) mission or policy statements related to First Nations education; (2) programs and courses reflecting First Nations culture and issues; (3) local development of curriculum and resource materials; (4) teaching of First Nations languages; (5) plans for development of curriculum and materials; (6) parent and community involvement; and (7) progress and problems of First Nations students. Documents from federal and provincial education departments describe current initiatives in Native education. Appendices include texts of policy recommendations in national reports, sample mission statements of schools, and a sample Native Studies course. Also includes photographs. (Contains 57 references.) (SV)

(055)
DESCRIPTORS- *Academic Achievement; Attitudes; *Chemical Engineering; Classroom Research; *College Science; College Students; Cooperative Learning; Educational Research; Engineering Education; *Equal Education; Higher Education; Science Education; *Science Instruction; Science Teachers; Self Esteem; Sex Differences; *Womens Education

Many are aware that factors other than academic talent help to determine a student's success or failure in school A 4-year longitudinal study including 87 men and 34 women at North Carolina State University examines gender differences in students' academic performance, persistence in chemical engineering, and attitudes toward their education and themselves. Although the pre-engineering academic credentials of women entering college often exceeded those of men, these women did not score any higher in technical classes than men. Women students also attributed poor performance to their lack of ability, while men usually attributed it to lack of hard work or being treated unfairly. The critical question of why these women earned lower grades in chemical engineering courses and exhibit lower confidence levels of themselves could not be answered with any real degree of certainty; however, the following measures were suggested to help circumvent the disadvantage of women relative to men entering engineering school: (1) provide engineering students with female role models/mentors; (2) strengthen organizations that can provide career guidance and emotional support to women students; (3) use cooperative learning in engineering courses; and (4) educate professors and academic advisors to the problems and needs of women students. (ZWH)

Concepts; Secondary Education
IDENTIFIERS- *Chemical Solutions; *Proportional Reasoning; Taiwan

In an effort to investigate the effects of a teaching strategy that helps students to identify concept conflicts through experimentation and guided investigation on students' conceptual changes and learning outcomes, 596 students (393 junior high school, 170 senior high school, and 33 college students) were administered two solution tests (pre-test and post test designed to identify students' conceptions of solutions in chemistry) and a proportional reasoning test. The results suggest that teachers can use cognitive development such as proportional reasoning ability as an indicator when teaching chemistry. In addition, the findings suggest that the use of concept conflict in teaching in the classroom will improve most students' understanding of concepts of solution. (ZWH) also contains updated information on problems arising from marital estrangement and divorce, on terrorism, and on women who work. Because of the changing role of women in the globalization process, what women need to know to manage effectively as expatriates has changed. This book tries to speak to the needs of all types of women who are going overseas. Because it is essential for women moving overseas to be prepared, this book provides guidelines looking at what the woman needs to do to prepare herself; helping her to analyze her motives; acquainting her with culture shock and the adjustment process; discussing the special problems of women in the home and in the workplace; and offering practical suggestions on handling her children, organizing her household, staying healthy, and managing stress. A section on women living and working in Europe is provided. Contains 37 references. (DK)

Osborne, Ken, Ed.
United Nations Day, 24 October.
PUB DATE- Sep 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Elections; Elementary Secondary Education; Foreign Countries; Geography Instruction; *International Relations; Learning Activities; *Peace; Social Studies; Teaching Methods
IDENTIFIERS- Boutros Ghali (Boutros); *Canada; *United Nations

Serving as the journal of the Manitoba Social Science Teachers' Association, this issue commemorates United Nations Day with the editorial, "Teaching about the United Nations" (Ken Osborne). Another article devoted to the international organization is "The United Nations and International Peace and Security" (Ken Osborne). The article is intended to: (1) introduce students to selected approaches to world peace and security; (2) describe the United Nations in this wider context; and (3) help students think about the issues involved. The article is divided into nine sections devoted to different aspects of world peace and the United Nations. Most are followed by a list of questions and activities. An outline of topics and subtopics on a U.N. unit, a profile of the U.N. Secretary General, Boutros Boutros-Ghali, and an assessment of the United Nations taken from the 1988 annual report of then secretary general, Perez de Cuellar are included. Ten other articles include: (1) a conference program; (2) "Heritage Fair"; (3) "The Federal Election" (Ken Osborne); (4) "Canada's Electoral System" (Elections Canada); (5) "Canada's Electoral System: How It Evolved and How It Works" (Elections Canada '88); (6) "A Response to the High School Review" (Chris Johnson); (7) "An Earthbound Design for Spaceship Earth" (E. Kim Tyson); (8) "A Scavenger Hunt for Grade 7 Geography" (Steve Patrick); (9) "Some Activities for Grade 7 Geography" (Nancy Baker); and (10) "The Western Cordillera: A Role-Play Activity for Grade 10" (David Hoeppner). (DK)

Consciousness Raising; *Females; Illiteracy; *Literacy;
*Nonformal Education; *Womens Education
IDENTIFIERS- India; *India (Lucknow); *India (Uttar Pradesh)

This project focuses on non-formal and adult education for women in rural areas of Uttar Pradesh, India. The objectives of the project were: (1) to provide non-formal education to girls and adult education to women in a coordinated manner; (2) to raise civic and social awareness of women; (3) to decentralize planning and implementation of programs through the village education committees; (4) to mobilize women through their cooperatives; (5) to develop special training models; and (6) to integrate literacy with development. The participants consisted of women who generally had no previous education and a great number of children who were school dropouts. The families tended to engage in subsistence farming or clerical work, and 51% of the participants belonged to a scheduled caste. The project was implemented in several stages beginning with surveys, a motivational campaign, and a publicity campaign. The results indicated strengths and weaknesses of the project. The strengths were effective micro-level planning and implementation, inter-sectoral co-ordination, training of personnel, community participation, the acquisition of literacy skills, and skills training. The weaknesses of the project appeared to be the rules and procedures, and physical facilities for the program, the motivation of the participants, and the need for further training. Seven appendices at the end of the report provide statistical breakdowns of the participants in the study. (CK)

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)

DESCRIPTORS- *Academic Standards; *Art Education; *Art Teachers; Cultural Differences; Elementary School Students; Elementary Secondary Education; Minority Group Teachers; Models; Multicultural Education; Secondary School Students; Teacher Characteristics

This document consists of a series of five briefing papers on the state of art education. The first paper, "Multiethnic Art Educators: An Endangered Species," (Esther Page Hill) discusses the problem of diminishing numbers of art educators of African, Hispanic, Asian, and Native American ethnic groups even as the number of minority students grows. The second paper, "New Paradigms Needed for Changing Times" (Edith Curtice Johnson) suggests that in seeking to effectively restructure and reform national art curricula and to establish delivery systems appropriate to the needs of students in the future, art educators must expand their awareness of global trends that will affect planning processes and potential for success. The third paper, "The 'Melting Pot' Myth," (Lois Petrovich-Mwaniki) argues that art education that incorporates issues of diversity in a culturally sensitive and anthropological approach will challenge and reshape the attitudes students and teachers have toward each other, diverse cultural groups, and even the education process itself. With greater understanding of the diverse cultural groups comprising this and other countries, students and teachers can better appreciate how cultures emerge, change, and affect each other and the individual. The fourth paper, "Achieving High Standards in Art Education," (Jeanne Rollins) describes the current activities on standards in art education including master teacher standards, student learning standards, assessment standards, and delivery or "opportunity to learn" standards. The final article, "Art for the Student's Sake" (Dan DeFoor) suggests that the nature of art is individual self expression, but that visual art gives relevance to the total educational program. (DK) students raised about exhibitions held in the high school gallery. This bank of information formed a data base to explicate the results of the pre and post assessments. The evidence provided by the positive assessment of the students' written responses plus the consistency of the two assessment instruments' results, one of which asked if it was all right for work to look like this, and the other a ranking of three sets of prints, reinforced and supported the original hypothesis. Students became more receptive to all art forms and their critical and productive responses moved from the naive to the quasi-professional. The students were able to accept many diverse styles of art. They became more receptive to abstract, non-objective, and other non traditional art forms. A 14-item bibliography and samples of students' work are included. (DK) part of a course for education majors at Queen's Faculty of Education of the University of Regina (Saskatchewan, Canada). The course was an introductory one in which students explored the methods and merits of outdoor and experiential education. Each student was given a piece of basswood, access to a shop and tools, and tutorial support and was asked to make a canoe paddle for a canoe outing planned for one of the final classes. "Making" is felt to represent the completion of learning by producing something. The paddlemaking activity brought about learning that took place in a participation framework and revealed that knowledge lies within a community of practice. The activity also involves social qualities, cultural concerns, and moral questions. A matrix is presented which situates "making" in three relational domains involving the learner interacting with himself or herself, with others, and with the context. The paper concludes that when "making" is included as part of the process of developing understanding, learning is broadened to include elements of mind, body, and heart. (Contains 10 references.) (JDD)

with a brief essay that relates the accompanying chapters to the theme of the book. An introduction, "Giving Dignity to the Teacher" (Ernest L. Boyer) describes the knowledge, values and skills of effective teachers. "Part One: Knowledge Essential to the Craft of Teaching" includes the following chapters: (1) "Building the Knowledge Base of Teaching" (Thomas L. Good); (2) "What Teachers Need To Know about Human Development" (Irving E. Sigel); and (3) Bridging Knowledge and Action through Clinical Experiences" (Carolyn M. Evertson). "Part Two: Knowledge Essential to Teaching in a Discipline" consists of chapters: (4) "What Teachers Need To Know about English" (Richard Lloyd-Jones); (5) "What Teachers Need To Know about Mathematics" (Peter J. Hilton); and (6) "What Teachers Need To Know about Science" (Harold J. Morowitz). "Part Three: The Moral Dimensions of Teaching" includes chapters: (7) "Beyond Indoctrination: The Quest for Genuine Learning" (Mortimer J. Adler); (8) "Truth, Understanding, and Responsibility in Teaching" (David H. Smith); and (9) "Teaching and Morality: The Knowledge Most Worth Having" (Warren A. Nord). "Part Four: Toward a Reform of Teaching" consists of chapters: (10) "Restructuring the Teaching Profession and Our Schools" (Albert Shanker); and (11) "Transforming Schools of Education into Schools of Teaching" (David D. Dill). (LL)

ED 368 708 SP 035 143

Tyson, Harriet
Who Will Teach the Children? Progress and Resistance in Teacher Education. First Edition.
PUB DATE- 94
NOTE- 208p.; The Jossey-Bass Education Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Futures (of Society); Higher Education; Institutional Role; Program Attitudes; *Program Improvement; *Schools of Education; State School District Relationship; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Qualifications; Teaching Conditions; Theory Practice Relationship
IDENTIFIERS- Pedagogical Content Knowledge; Preservice Teachers; *Reform Efforts

The 12 chapters in this book argue that: (1) in the most successful colleges, preservice teachers learn how to convey knowledge to students while they themselves are acquiring that knowledge; and (2) the best teacher training is a synthesis of content and pedagogy, and of theory and practice, throughout college and beyond certification. Chapter 1, "The Subject Matters, but the Academics Just Don't Get It," explores the poverty of both curriculum and teaching in most undergraduate arts and science courses. Chapters 2 through 7 in "Part One: New Ideas in Teacher Education" portray teacher education programs in five schools of education and in one entire state system noted for serious reform efforts. Chapter 8 envisages an ideal program drawn from the preceding portraits. "Part 2: Obstacles to Reform" discusses institutional restraints on reform. In chapter 9, working conditions for teachers and barriers to good teaching are explored. Chapter 10 shows why states don't do the job they are presumed to do--protect the public from unqualified teachers. "Part 3: Prospects for the Future" assesses chances for reform of teacher education and teaching. Chapter 11 examines whether American business really wants reform and is willing to pay for it, and barricades to reform thrown up by institutions, teacher unions, government bodies, politicians, and society. Chapter 12 foresees an inevitable reform of teacher education and teaching brought about by such things as continued pressure on teachers to improve educational outcomes, better-educated more assertive teachers, and a decline in the size of school bureaucracies. (LL)

ED 368 709 SP 035 144

Harmin, Merrill
Inspiring Active Learning: A Handbook for Teachers.
PUB DATE- 94
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Cognitive Objectives; Concept Formation; *Cooperative Learning; *Educational Strategies; Elementary School Teachers; Elementary Secondary Education;

ED 368 727 SP 035 176

Krantzler, Nora J.; Miner, Kathleen R.
Fitness. Health Facts.
PUB DATE- 94
NOTE- 100p.; For other volumes in the Health Facts series, see SP 035 173-182.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Body Composition; Body Weight; Child Health; *Exercise Physiology; *Health Education; Health Materials; Health Promotion; Muscular Strength; Nutrition; *Physical Activity Level; *Physical Fitness; *Physical Fitness Tests; Resource Materials; Secondary Education
IDENTIFIERS- Comprehensive School Health Programs; *Health Related Fitness

The 10-volume "Health Facts" series is intended to supplement health education curricula and to provide a handy reference for individuals who would like additional background information on particular health topics. The emphasis is placed on topics and examples relevant to youth of middle and high school age. The five sections in this book provide teachers with the basic facts about: exercise and exercise programs; the health and physiological benefits of exercise; the prevalent measures of physical fitness; activities that promote physical endurance, flexibility, and strength; and the relationship between fitness and nutrition. An easy to read reference format offers clear, concise data intended to familiarize educators with the most important facts about the issues and concerns. A glossary, a list of resources, and 38 references complete the volume. (LL)

ED 368 728 SP 035 177

Krantzler, Nora J.; Miner, Kathleen R.
Mental and Emotional Health. Health Facts.
PUB DATE- 94
NOTE- 107p.; For other volumes in the Health Facts series, see SP 035 173-182.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict Resolution; Depression (Psychology); *Emotional Adjustment; *Health Education; Health Materials; Health Promotion; *Interpersonal Communication; *Mental Health; Physical Health; Resource Materials; Secondary Education; *Self Esteem; *Stress Management; Stress Variables; Suicide
IDENTIFIERS- Comprehensive School Health Programs

The 10-volume "Health Facts" series is intended to supplement health education curricula and provide a handy reference for individuals who would like additional background information on particular health topics. The emphasis is placed on topics and examples relevant to youth of middle and high school age. The five sections in this book provide teacchers with basic facts about: development of mental and emotional health; the conditions and arenas of self-esteem; the types and levels of communication; the role of stress in the maintenance of mental and physical health; and the major threats to the mental and emotional health of children and youth, including suicide and

ED 368 749 TM 020 762

Psychology. Annotated Bibliography of Tests.
PUB DATE- Nov 92
NOTE- 16p.; Supersedes August, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; *College Entrance Examinations; *Equivalency Tests; Higher Education; *Psychology; Secondary Education
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

Most of the 15 test descriptions included in this bibliography are equivalency tests in the field of psychology used to grant credit by examination at the college level. Some achievement tests are also described. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 368 750 TM 020 763

Reading, Preschool - Grade 3. Annotated Bibliography of Tests.
PUB DATE- May 90
NOTE- 84p.; Supersedes June, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; *Diagnostic Tests; Learning Disabilities; Oral Reading; Preschool Education; Primary Education; Reading Comprehension; *Reading Skills; *Reading Tests; Vocabulary Skills
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 197 reading tests described in this bibliography assess various reading skills such as comprehension, oral reading, silent reading, independent, instructional and frustration levels. Some of the reading tests are part of overall achievement batteries. Some of the tests are in Spanish. This bibliography does not include reading readiness tests. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright;

ED 368 770 TM 021 197

Guskey, Thomas R.
Outcome-Based Education and Mastery Learning: Clarifying the Differences.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Curriculum Development; Definitions; Educational History; Elementary Secondary Education; Formative Evaluation; *Instructional Effectiveness; Learning Strategies; *Mastery Learning; Outcomes of Education; Student Evaluation; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Bloom (Benjamin S); *Outcome Based Education

Questions frequently arise about the origins of outcome-based education and mastery learning, their similarities and differences, their theoretical and practical links, and evidence about their effects on student learning. Historical and theoretical perspectives show a clear distinction between outcome-based education and mastery learning. Outcome-based education is principally a curriculum reform model with definite implications for the assessment of student learning. Mastery learning, while known by various names and in various forms, is principally an instructional strategy labeled by B. S. Bloom, and designed to help teachers enhance the quality of their teaching procedures so that more of their students learn excellently. Outcome-based education and mastery learning address different educational concerns, but their potential if used in combination is clear. The combination of a thoughtful curriculum and effective instructional practices makes true improvement in learning possible. One figure illustrates the discussion. (Contains 27 references.) (SLD)

ED 368 771 TM 021 200

Thompson, Bruce
Common Methodology Mistakes in Dissertations, Revisited.
PUB DATE- Apr 94
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-6, 1994). For related document, see ED 301 595.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; Case Studies; *Doctoral Dissertations; Error Patterns; Higher Education; *Information Dissemination; Literature Reviews; Measurement Techniques; Multivariate Analysis; Research Design; *Research Methodology; Research Problems; Research Reports; Statistical Significance; Test Interpretation; Test Reliability; Test Use; *Writing (Composition)
IDENTIFIERS- Research Training; Stepwise Regression

Dissertations are an important component of the effort to generate knowledge. Thus, dissertation quality may be seen by accreditation and coordinating-board reviewers as a noteworthy

ED 368 790 TM 021 309

Tuckman, Bruce W.
Comparing Incentive Motivation to Metacognitive Strategy in Its Effect on Achievement.
PUB DATE- Apr 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *College Students; Comparative Analysis; Control Groups; Definitions; Educational Psychology; Grade Point Average; Higher Education; Homework; *Incentives; *Metacognition; *Student Motivation; Study Skills

Two experiments are reported that compared incentive motivation for studying, based on a weekly quiz in a course, to a metacognitive strategy for studying, based on identifying key terms, and providing definitions and elaborations as homework. In the first experiment, with a sample of 109 students enrolled in an educational psychology class, the study spanned a five-week period, and a control group was also included. On the achievement test at the end of the time period, students having the test as an incentive outscored the homework group by over 10 points and the control group by over 15. In the second experiment, with a sample of 117 students from the same populations, enrolled in the same course, the study spanned a 15-week period, and students were subdivided for statistical purposes into high, medium, and low groups on prior grade point average (GPA). The results showed that the advantages of the test incentive condition over three achievement tests accrued primarily to students of low GPA. The results were interpreted to indicate that college students may already have acquired metacognitive strategies suitable for studying text, but are less likely to use them unless sufficiently motivated. Two figures and two tables present study data. (Author)

ED 368 791 TM 021 310

Ito, Kyoko; Sykes, Robert C.
The Effect of Restricting Ability Distributions in the Estimation of Item Difficulties: Implications for a CAT Implementation.
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Adaptive Testing; *Computer Assisted Testing; *Difficulty Level; Estimation (Mathematics); Item Banks; Item Response Theory; Licensing Examinations (Professions); Reference Groups; Sample Size; Simulation; Statistical Distributions; *Test Items
IDENTIFIERS- B Values; Calibration; Paper and Pencil Tests; Rasch Model; *Recalibration

Responses to previously calibrated items administered in a computerized adaptive testing (CAT) mode may be used to recalibrate the items. This live-data simulation study

ED 368 810 UD 029 788

Troyna, Barry, Ed.
Racial Inequality in Education.
PUB DATE- 87
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Black Students; Educational Change; Educational Finance; *Educational Policy; Elementary Secondary Education; *Equal Education; Ethnic Groups; Foreign Countries; *Nondiscriminatory Education; Racial Bias; *Racial Discrimination; Social Problems
IDENTIFIERS- *United Kingdom

Contributors to this book are united in their commitment to combating racial inequality in education and in outlining the extent and manner in which racism and its associated practices have become embedded in the institutional and sociopolitical structures of the United Kingdom. The following chapters are included: (1) "A Conceptual Overview of Strategies To Combat Racial Inequality in Education: Introductory Essay" (Barry Troyna); (2) "Gatekeepers and Caretakers: Swann, Scarman, and the Social Policy of Containment" (Ahmed Gurnah); (3) "Plain Speaking and Pseudo-science: the 'New Right" Attack on Antiracism" (David Oldman); (4) "The Honeyford Affair: Political and Policy Implications" (Olivia Foster-Carter); (5) "A Comedy of Errors: Section 11 Funding and Education" (Andrew Dorn and Paul Hibbert); (6) "Hearing and Listening: A Case Study of the 'Consultation' Process Undertaken by a Local Education Department and Black Groups" (David Gibson); (7) "Curriculum Option Choices in Multi-ethnic Schools" (Sally Tomlinson); (8) "Black Students-White Teachers" (Cecile Wright); (9) "The Unfinished Bridge: YTS and Black Youth" (John Wrench); (10) "The Black Voluntary School Movement: Definition, Context, and Prospects" (Mel Chavannes and Frank Reeves); (11) "Attacking Racism in Education" (Bob Carter and Jenny Williams); and (12) "'Race' and Education: Two Perspectives for Change" (Richard Hatcher). (SLD)

ED 368 811 UD 029 796

Connell, R. W.
Schools and Social Justice.
PUB DATE- 93
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Advantaged; *Compensatory Education; Disadvantaged; Disadvantaged Youth; *Educational Practices; Elementary Secondary Education; *Equal Education; Foreign Countries; Futures (of Society); Justice; Moral Values; Poverty; Research Needs; Social Problems; Teaching Methods
IDENTIFIERS- Australia; *Social Justice

The work presented here deals with troubling issues about schools. The starting point is research on Australian schools, particularly a recent study on disadvantaged schools, but the discussion is equally addressed to readers in other countries. There are three key reasons why social justice matters to everyone connected to the school system, and these are (1) the education system is a major public asset; (2) the education newcomers by creating programs designed specifically to meet their academic and adjustment needs. Based on their experiences, several program elements are identified, including (1) a comprehensive and centralized intake process, (2) clear entrance criteria, (3) strictly enforced exit criteria, (4) a dynamic curriculum, (5) the use of curricular and extracurricular activities, (6) teachers equipped to work with newcomers, (7) bilingual support staff, (8) professional assistance for teachers and staff, and (9) administrators at all levels who understand the needs of newly arrived immigrants. Appendices contain the investigation methodology, interview guide, and newcomer program contacts. (GLR)

ED 368 832 UD 029 819

Swanson, Mary Catherine; And Others
The AVID Classroom: A System of Academic and Social Supports for Low-Achieving Students.
PUB DATE- Dec 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Blacks; *College Preparation; *Educationally Disadvantaged; Ethnic Groups; Grade Point Average; High Schools; High School Students; Hispanic Americans; *Low Achievement; Low Income Groups; Program Development; Program Evaluation; Social Support Groups; *Student Improvement
IDENTIFIERS- *AVID Program

This report discusses the Advancement Via Individual Determination (AVID) program, an untracking program that places previously low-achieving students in college preparatory classes. The first part of the paper describes the origins of AVID at Clairemont High School in San Diego (California) and its development into a mature program. The students who participated proved that they could be successful by substantially raising their grade-point averages. All the participants attended college, and, as a group, received more than $50,000 in scholarships and loans. In addition, in the first year during which AVID students graduated, Clairemont's Comprehensive Test of Basic Skills scores improved 46.6 percent over the districtwide increase in total language and 35 percent over the increase in total mathematics. The second part of the paper describes the social processes and institutional practices that contribute to AVID's success in preparing underrepresented students for college. Evaluation indicates AVID's special instructional orientation is vital to the success of AVID's untracking program. Complementing this are the social scaffolds supporting student placement. By taking them to visit college campuses, exposing them to test-taking and note-taking techniques, and assisting them in completing college application and scholarship forms, AVID teaches low-income students explicitly in school what middle- income students learn implicitly at home. (Contains 14 references.) (GLR)

ED 368 833 UD 029 821

Agada, John; Obiakor, Festus E.
The Politics of Education: Imperatives for African-American Males in the 21st Century.
PUB DATE- Mar 94

Grading; Guidelines; Homework; *Learning Strategies; Secondary School Teachers; Student Motivation; *Teaching Methods; Testing; Thinking Skills
IDENTIFIERS- *Active Learning

This book provides practical, commonsense strategies successfully used by teachers to help students become active, responsible learners. In general, these strategies are centered on mutual respect, not bossiness; collaboration, not isolation; commitment to learning, not fear of failure; and the dignity of all, not praise or rewards for a few. Each strategy is described and examples of how it can be used by teachers, regardless of grade level or subject specialty, are provided. Strategies are grouped into broad general categories. The first category, "Instructing" includes strategies for developing high-involvement lessons and basic instructional strategies. Next, "Raising Student Motivation" incorporates strategies for expanding student confidence, for encouraging beyond praise and rewards, and for raising standards of excellence. The third category, "Organizing the Classroom," focuses on strategies for beginning a class, for concluding a class, for cooperative group work, and for efficiently using class time. "Handling Homework, Testing and Grading" is the subject of the fourth category. Finally, "Producing Meaningful Learning" contains strategies for reviewing and mastering information, for stimulating thinking, and for teaching beyong facts and details. An indexed glossary offers quick access to all strategies. (LL)

ED 368 710 SP 035 145

DelGesso, Daniel D.; Smith, Marion P.
The Undergraduate Student Teaching Experience: Perspectives of Student Teachers, Cooperating Teachers, and Student Teacher Supervisors.
PUB DATE- Jun 93
NOTE- 34p.; Abridged version of a study conducted at Temple University, College of Education (Fall 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Classroom Techniques; *Cooperating Teachers; Elementary Secondary Education; Evaluation Research; Higher Education; Preservice Teacher Education; Program Administration; *Program Attitudes; Program Evaluation; Program Improvement; *Student Teachers; *Student Teacher Supervisors; *Student Teaching; Teacher Education Programs; *Undergraduate Students

The purposes of this study were threefold: (1) to obtain information on perceptions of student teachers, cooperating teachers, and student teacher supervisors regarding the substance, appropriateness, and value of the undergraduate teacher education program at Temple University (Pennsylvania); (2) to identify areas for teacher education program improvement; and (3) to guide in the development of further program evaluation measures. Subjects, undergraduate elementary and secondary education student teachers (N=110), cooperating teachers (N=110), and student teacher supervisors (N=15), completed surveys containing objectively oriented Likert scale and open ended questions. Results identify concerns worthy of consideration including classroom management and discipline, field experiences, practical classroom skills, school bureaucracy, and orientation to and administration of the student teaching experience. Since the findings of this research closely parallel those found in prior studies, it is depression. An easy to read reference format offers clear, concise data intended to familiarize educators with the most important facts about the issues and concerns. A glossary, a list of resources, and 31 references complete the volume. (LL)

ED 368 729 SP 035 178

Stang, Lucas; Miner, Kathleen R.
Disease Prevention. Health Facts.
PUB DATE- 94
NOTE- 102p.; For other volumes in the Health Facts series, see SP 035 173-182.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chronic Illness; *Communicable Diseases; *Health Education; Health Materials; *Health Promotion; *Mental Disorders; Mental Health; Physical Health; *Prevention; Preventive Medicine; Resource Materials; Secondary Education; Student Behavior
IDENTIFIERS- Comprehensive School Health Programs

The 10-volume "Health Facts" series is intended to supplement health education curricula and to provide a handy reference for individuals who would like additional background information on particular health topics. The emphasis is placed on topics and examples relevant to youth of middle and high school age. The five sections in this book on disease prevention provide teachers with basic facts about: the differences between health and disease; the concept of prevention; infectious and noninfectious diseases; the relationship between behavior and chronic disease; and mental illness. An easy to read reference format offers clear, concise data intended to familiarize educators with the most important facts about the issues and concerns. A glossary, a list of resources, and 22 references complete the volume. (LL)

ED 368 730 SP 035 179

Stang, Lucas; Miner, Kathleen R.
STD Prevention. Health Facts.
PUB DATE- 94
NOTE- 73p.; For other volumes in the Health Facts series, see SP 035 173-182.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Communicable Diseases; *Health Education; Health Materials; Health Promotion; *Prevention; Resource Materials; Secondary Education; *Sex Education; *Sexuality; *Student Behavior; *Venereal Diseases
IDENTIFIERS- Comprehensive School Health Programs; *Sexually Transmitted Diseases; Sexual Relationships

The 10-volume "Health Facts" series is intended to supplement health education curricula and provide a handy reference for individuals who would like additional background information on particular health topics. The emphasis is placed on topics and examples relevant to youth of middle and high school age. The five sections in this book provide teachers with basic information about: sexually transmitted disease (STD), also availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 368 751 TM 020 764

Reading, Grades 4-6. Annotated Bibliography of Tests.
PUB DATE- May 90
NOTE- 85p.; Supersedes September, 1988 edition.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; Basic Skills; Intermediate Grades; Reading Comprehension; *Reading Tests; Student Evaluation; Verbal Tests
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 192 reading achievement tests cited in this bibliography are used to assess various reading skills such as comprehension, oral reading, silent reading, independent reading, and frustration levels. Although grades kindergarten through 12 are represented, the tests are primarily designed for grades 4 through 6. The bibliography does not include reading readiness or diagnostic tests. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (CRW)

ED 368 752 TM 020 765

Reading--Diagnostic, Grade 7 and Above. Annotated Bibliography of Tests.
PUB DATE- May 90
NOTE- 112p.; Supersedes June, 1988 edition.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Adult Basic Education; Annotated Bibliographies; Cognitive Tests; College Entrance Examinations; Elementary Secondary Education; Higher Education; Mastery Tests; Reading Achievement; Reading Comprehension; *Reading Tests; Secondary Education; Student Evaluation
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 251 reading tests cited in this bibliography are used to assess various reading skills such as comprehension, oral reading, silent reading, and independent reading. Some of the reading tests are part of overall achievement batteries. This bibliography does not include reading readiness or diagnostic reflection on the quality of doctoral programs themselves. The present study reviews methodological errors within Ph.D. dissertations. The illustrative errors are presented within the framework of seven analytic principles, each of which is explored in some detail. These are (1) Because tests are not reliable, but data are, data must generally be evaluated for measurement integrity; (2) Statistical significance testing is of limited importance and should be augmented by other analyses; (3) Multivariate methods are usually vital in behavioral research; (4) Result interpretations should not be based only on standardized weights; (5) Intervally scaled variables should generally not be converted to the nominal level of scale; (6) Covariance corrections are generally either unnecessary or ineffective and should usually be avoided; and (7) Stepwise methods should not be used. Includes six tables, one figure. (Contains 83 references.) (Author/SLD)

ED 368 772 TM 021 201

Meisner, Richard; And Others
The Comparability of the Statistical Characteristics of Test Items Generated by Computer Algorithms.
PUB DATE- Dec 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Algorithms; Comparative Analysis; *Computer Assisted Testing; Item Banks; *Mathematics Tests; *Statistical Analysis; Statistical Studies; *Test Construction; Test Items
IDENTIFIERS- American College Testing Program; *Parallel Test Forms

This paper presents a study on the generation of mathematics test items using algorithmic methods. The history of this approach is briefly reviewed and is followed by a survey of the research to date on the statistical parallelism of algorithmically generated mathematics items. Results are presented for 8 parallel test forms generated using 16 algorithms covering a variety of mathematics content and cognitive categories. The majority of the algorithms yielded items that were very homogeneous in their statistical characteristics. Those algorithms that did not yield homogeneous items were analyzed to determine if causes for differences could be determined. A possible innovative application of the algorithms is the computer generation of new test forms with specific content and statistical specifications and without the need for a preexisting item bank. Includes two tables, three figures. (Contains 16 references.) (Author)

ED 368 773 TM 021 202

Brennan, Robert L.
Some Measurement Characteristics of Aggregated versus Individual Scores.
PUB DATE- Dec 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Course Evaluation; *Generalizability Theory; *Measurement Techniques; *Reliability; Sampling; Scores; *Statistical Studies

investigated the possibility, and limitations, of on-line adaptive recalibration of precalibrated items. Responses to items of a Rasch-based paper-and-pencil licensure examination were used to simulate CAT and paper-and-pencil administrations, defining CAT forms of varying difficulty levels and samples of various sizes. Forms were calibrated and new b-values were compared with the bank b-values obtained from responses of the reference group taking the paper-and-pencil examination. Results indicate that bank b-values were not well replicated when difficult items were calibrated using responses from able examinees and easy items were calibrated using responses from less able examinees. On-line adaptive recalibration as simulated in this study has limitations. However, a "modified" on-line adaptive recalibration may still be a possibility as long as: (1) a reasonably large CAT recalibration sample is predefined from the reference group; (2) the sample has a mean ability similar to that of the reference group; and (3) items to be recalibrated together are relatively heterogeneous in Rasch difficulty. Eight tables are included. (Contains 3 references.) (Author/SLD)

ED 368 792 TM 021 311

Harman, Patrick; And Others
The Northwest Guilford High School Heterogeneous Grouping, Algebra IA and IB, and Guided Studies Programs. Evaluation Report.
PUB DATE- Mar 94
NOTE- 24p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Greensboro, NC, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; College Preparation; *Educational Change; Equal Education; *Heterogeneous Grouping; High Schools; *High School Students; Parent Attitudes; Program Evaluation; Rural Schools; *Secondary School Teachers; Standardized Tests; State Legislation; *Student Attitudes; Surveys; Teacher Attitudes; Teacher Expectations of Students; Training; Vocational Education
IDENTIFIERS- *Guided Study; Guilford County School District NC

Northwest Guilford High School, Guilford County (North Carolina), is an essentially rural, largely white school that serves about 1,200 students from all socioeconomic levels. An evaluation was conducted of a heterogeneous grouping project involving students in a 2-year sequence of algebra for those who scored below the 40th percentile on a standardized mathematics test and the Guided Studies program, which is for students having difficulty in English, science, and social studies. Heterogeneous grouping was begun in 1990-91 in response to the high percentage of students planning postsecondary education and the apparent polarity between college preparatory and vocational students. A survey completed by 18 teachers, interviews with a 4-member Parent Advisory Group, and a survey of the junior class provided information about the program and responses to it. Although teachers reported initial misgivings, they agreed that the change has resulted in better learning and better student grades. Parents were supportive, and student attitudes toward the program were good. Students generally felt that teachers expected more and worked to make sure students had learned the material. Program descriptions and the student survey are attached. (Contains 6 references.) (SLD) system is likely to become even more important in the future; and (3) teaching and learning, as social practices, always involve moral values and issues of justice. An education that privileges one child over another gives the privileged child a corrupted education, even as it affords a social or economic advantage. Part 1 discusses the principles involved in the provision of social justice, poverty and compensatory education, and knowledge and society as they relate to curricular justice. Part 2 focuses on practical aspects of social justice in the schools, with discussions of teaching, assessment, the Disadvantaged Schools Program of compensatory education in Australia, and research needs. An appendix gives examples of practice in disadvantaged schools. Three figures illustrate the discussion. (SLD)

ED 368 812 UD 029 797

Thompson, Becky W., Ed.; Tyagi, Sangeeta, Ed.
Beyond a Dream Deferred: Multicultural Education and the Politics of Excellence.
PUB DATE- 93
NOTE- 300p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Affirmative Action; Civil Rights; College Faculty; Cultural Differences; *Curriculum Development; *Educational Change; Elementary Secondary Education; *Excellence in Education; General Education; *Higher Education; Homosexuality; Law Schools; *Multicultural Education; Political Influences; Racial Discrimination; Sex Discrimination
IDENTIFIERS- *Reform Efforts

This multidisciplinary anthology with chapters by faculty members, administrators, and students consolidates moral and political views of multicultural education and the institutional changes that have taken place in the past 20 years in higher education. Selections include: (1) "Rethinking America: The Practice and Politics of Multiculturalism in Higher Education" (Evelyn Hu-DeHart); (2) "The New Cultural Politics of Difference" (Cornel West); (3) "On Race and Voice: Challenges for Liberal Education in the 1990s" (Chandra Talpade Mohanty); (4) "Clarence Thomas, Affirmative Action, and the Academy" (Evelynn Hammonds); (5) "The Politics of Inclusion: Reskilling the Academy" (Becky W. Thompson and Sangeeta Tyagi); (6) "Community Ties and Law School Faculty Hiring: The Case for Professors Who Don't Think White" (Ian Haney Lopez); (7) "The Responsibility of and to Differences: Theorizing Race and Ethnicity in Lesbian and Gay Studies" (Earl Jackson, Jr.); (8) "Compromising Positions" (Lisa Kahaleole Chang Hall); (9) "Education for a Change: The MOST Program" (Carole C. Marks and Margaret L. Andersen); (10) "The Politics of Curricular Change: Establishing a Diversity Requirement at the University of Massachusetts at Boston" (Estelle Disch); (11) "Quaking and Trembling: Institutional Change and Multicultural Curricular Development at the City University of New York" (Barbara Omolade); and (12) "The Diversity of California at Berkeley: An Emerging Reformulation of 'Competence' in an Increasingly Multicultural World" (Troy Duster). (SLD)

ED 368 813 UD 029 798

Clark, Christine; Jenkins, Morris
Multiculturalism as a Policy for Disarming Gang Violence in

NOTE- 24p.; Paper presented at the Annual Conference of the National Association for Ethnic Studies (22nd, Kansas City, MO, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Achievement; *Blacks; Community Support; *Educationally Disadvantaged; *Educational Needs; *Educational Planning; Educational Trends; Elementary Secondary Education; Family Role; *Males; Models; Success
IDENTIFIERS- *African Americans

Issues related to inclusion of African-American males into educational programs have continued to spark multidimensional political debates. It is apparent that African-Americans and other minorities are ill-prepared to attain their educational goals in the current state of affairs. Consequently, African-American males are underrepresented in gifted programs and overrepresented in special education classes. Unless strategies are prescribed and put into practice, the trend will likely accelerate in the 21st century. Educational reforms have failed to ameliorate academic problems confronting African-American males. This paper proposes a "Comprehensive Support Model" to foster the educational success of African-American males in the 21st century. This model calls for active support and commitment of African-American males themselves, their families and communities, the educational and school systems, and society at large. (Contains 28 references.) (Author)

ED 368 834 UD 029 822

Educator's Guide to "Straight Talk about America".
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - General (130)
DESCRIPTORS- *Class Activities; Cultural Awareness; *Cultural Interrelationships; Curriculum Development; *Educational Methods; Elementary Secondary Education; Ethnic Relations; *Intercultural Communication; Kindergarten; Reference Materials; Resource Materials; Teaching Guides
IDENTIFIERS- *Diversity (Groups); *Straight Talk About America

This guide is designed to help kindergarten through grade 12 students begin a life-long dialogue about intergroup relations. It helps them to examine their attitudes about diversity and intergroup relations, assists them in identifying problems in intergroup relations by using their own experiences and the results of The National Conference Poll on Intergroup Relations, and enables them to develop strategies for improving intergroup relations and building respect for diversity at school and in their communities. The guide first provides a general introduction for educators about what the dialogue consists of followed by sections that address such areas as cultural diversity and intergroup relations, establishing a safe space for dialogue, developing common concepts and vocabulary for talking about intergroup relations, and the latest data on intergroup relations in America. The bulk of the guide contains student activities divided by grade level and handout material. Contains a 36-item bibliography and a resource list. (GLR)

ED 368 835 UD 029 823

concluded that while it is valid to evaluate other components of the teacher education process, unless steps are taken to refine the process in its present form, further surveys using similar populations with a similar focus are unnecessary and redundant. (Contains 25 references.) (IAH)

ED 368 711 SP 035 147

Lieberman, Ann; Miller, Lynne
Teachers--Their World and Their Work: Implications for School Improvement.
PUB DATE- 92
NOTE- 150p.; For first edition, see ED 250 285.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Administrator Role; *Educational Change; Educational Practices; Elementary School Teachers; Elementary Secondary Education; *Excellence in Education; Faculty Development; *School Restructuring; Secondary School Teachers; *Teacher Attitudes; *Teacher Role; Teaching (Occupation); *Teaching Conditions
IDENTIFIERS- Professionalization of Teaching; Reform Efforts; *School Culture

Originally published in 1984, this book has been re-issued with a new and timely introduction and an index. Its six chapters provide a framework for viewing schools and teachers' roles within those schools and serve as a springboard for discussion about how to restructure schools and in what direction. Chapter 1, "The Social Realities of Teaching," develops a set of understandings about the nature of teaching and explores themes that capture some of the daily experience of working in schools. The second chapter, "Teaching and Learning in the Elementary School: A Three-Ring Circus," explores the social realities of teaching and focuses on one particular elementary school classroom. Drawing from three specific high schools, Chapter 3, "Life in Secondary Schools," examines, through the eyes of teachers, the difference between life in secondary schools and life in elementary schools. Chapter 4, "School Leadership: There Is No Magic," describes and analyzes the social realities of the principal's role in a school. Chapter 5, "Studies of School Improvement Efforts: Some Necessary Understandings," begins with a set of studies that take as their major concern the culture of schools and the process of and barriers to school improvement. The final chapter, "The Content of School Improvement: Thinking, Organizing and Acting," explores other issues relating to school improvement and discusses ways to provide for the continuing growth of teachers. (LL)

ED 368 712 SP 035 148

Perrone, Vito
A Letter to Teachers: Reflections on Schooling and the Art of Teaching.
PUB DATE- 91
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Curriculum Development; *Educational

called venereal disease or VD; the history of the STD problem; many of the diseases that are known to be spread through sexual activity, including Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS); bacterial, fungal, and viral STD; and educational, behavioral, and societal control measures that can reduce the spread of sexually transmitted disease among America's youth. An easy to read reference format offers clear, concise data intended to familiarize educators with the most important facts about the issues and concerns. A glossary, a list of resources, and 18 references complete the volume. (LL)

ED 368 731 SP 035 180

Stang, Lucas; Miner, Kathleen R.
HIV Prevention. Health Facts.
PUB DATE- 94
NOTE- 102p.; For other volumes in the Health Facts series, see SP 035 173-182.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Health Education; Health Materials; Health Promotion; *Prevention; *Public Policy; Resource Materials; Secondary Education; Sex Education; Sexuality; *Student Behavior; Venereal Diseases
IDENTIFIERS- Comprehensive School Health Programs; *Sexually Transmitted Diseases; Sexual Relationships

The 10-volume "Health Facts" series is intended to supplement health education curricula and provide a handy reference for individuals who would like additional background information on particular health topics. The emphasis is placed on topics and examples relevant to youth of middle and high school age. The seven sections in this book provide teachers with basic facts about the Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) disease continuum from infection through illness and death. Across this continuum, the basics of this attack are presented. Also provided is a candid discussion of the behaviors that put a person at risk of HIV infection and the behaviors that can prevent its transmission. Information is provided to invalidate the many myths that surround the HIV/AIDS epidemic, including the notion of casual transmission and the possibility of insect vectors. Information is also provided on the manifestations of HIV infection, treatment, and public policy challenges. An easy to read reference format offers clear, concise data intended to familiarize educators with the most important facts about the issues and concerns. A glossary, a list of resources, and 24 references complete the volume. (LL)

ED 368 732 SP 035 181

Stang, Lucas; Miner, Kathleen R.
Drug Use Prevention. Health Facts.
PUB DATE- 94
NOTE- 99p.; For other volumes in the Health Facts series, see SP 035 173-182.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

tests. Although grades kindergarten through 12 are represented, the tests are primarily designed for grades 7 and above. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (CRW)

ED 368 753 TM 020 766

Reading--Diagnostic, Preschool-Grade 6. Annotated Bibliography of Tests.
PUB DATE- Jul 91
NOTE- 54p.; Supersedes June, 1989 edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Basic Skills; Cognitive Tests; *Diagnostic Tests; Elementary Education; Learning Disabilities; Preschool Tests; Reading Achievement; *Reading Difficulties; Reading Skills; *Reading Tests; Screening Tests; Student Evaluation; Verbal Tests
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 111 tests cited in this bibliography are used to diagnose students' reading problems so appropriate instructional and remedial strategies can be planned and implemented. Many of the tests described are included because one or more or their subtests measure some aspect of written knowledge and how students process and comprehend words and sentences. Although grades preschool through 12 are represented, the tests are primarily designed for grades preschool through 6. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (CRW)

ED 368 754 TM 020 767

Reading--Diagnostic, Grade 7 and Above. Annotated Bibliography of Tests.

IDENTIFIERS- *Aggregation (Data); American College Testing Program; Performance Based Evaluation; *Variance (Statistical)

Not infrequently, investigators assume that reliability for groups is greater than reliability for persons, or that the error variance for groups is less than that for persons. Using generalizability theory, it is shown that this "conventional wisdom" is not necessarily true. Examples are provided from the course-evaluation and the performance-testing literature. In the cases considered in this paper, the conventional wisdom necessarily holds only for comparative statements about person versus group error variance when the universe of generalization has persons fixed and items random. In all other cases, the conventional wisdom may be false, in particular when the generalization is over both samples of persons and samples of items, which often represents the most sensible universe of generalization. An appendix elaborates on reliability. (Contains 8 references.) (Author/SLD)

ED 368 774 TM 021 203

Maryland School Performance Report, 1993. State and School Systems.
PUB DATE- Nov 93
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; Dropout Rate; Educational Attainment; Educational Finance; Educational Improvement; Elementary Secondary Education; Enrollment; Evaluation Methods; Financial Support; Knowledge Level; Measurement Techniques; School Districts; Standards; *State Programs; *Student Characteristics; Tables (Data); *Testing Programs; *Test Results
IDENTIFIERS- *Maryland; Maryland Functional Testing Program; Maryland School Performance Assessment Program; *Performance Based Evaluation

This publication presents performance data and the concomitant standards of performance that form the basis of school improvement in Maryland. The Data-Based Areas section of this report describes essential tools for measuring how well schools, school systems, and the state are preparing every student for higher education and successful careers and how they are educating every student. The areas are divided into student-performance factors and supporting information. Student-performance areas include: (1) assessed knowledge on the Maryland Functional Testing Program and the Maryland School Performance Assessment Program; (2) the student's participation in education, which includes attendance and dropout data; and (3) student attainment. Supporting information includes population and financial data. Maryland standards for excellent and satisfactory performance are also defined, and their fulfillment is documented as part of the review of each system. Information is provided in statewide summary tables and in individual tables for the 24 school systems. Thirty tables present the data-based areas for the state and school systems. (SLD)

ED 368 775 TM 021 204

Naylor, Kim
Assessing Behavioral Problems: Burks' Scale vs. Devereux Scale.
PUB DATE- Feb 93

ED 368 793 TM 021 315

Greig, Jeffrey; And Others
The Development of an Assessment of Scientific Experimentation Proficiency for Connecticut's Statewide Testing Program.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Experiments; Grade 10; High Schools; High School Students; Pilot Projects; Program Evaluation; Research Methodology; Science Instruction; *Science Tests; Standardized Tests; State Programs; *Test Construction; *Testing Programs; Test Validity
IDENTIFIERS- *Connecticut; Connecticut Academic Performance Test; *Performance Based Evaluation

Connecticut is developing a new grade 10 statewide testing program known as the Connecticut Academic Performance Test (CAPT). The CAPT reflects the changing nature of standardized assessment by using a variety of assessment formats including performance tasks, open-ended questions, and multiple-choice tests. This paper describes the research that was conducted during the development of the CAPT Science assessment, which includes a performance component. In the design, students are given a hands-on laboratory activity during a 4-week window before the written portion of the test, which then includes some questions on the performance task. The laboratory reports on the performance task are scored only by teachers, and not at the state level. Five performance tasks were developed, and each was completed by nearly 2,000 tenth graders. Approximately 6,000 students responded to follow-up questions without completing the task and thus served as a control group. Results support the feasibility of moving the performance task out of the assessment and into the classroom while maintaining a meaningful link between the two. Four tables and one figure present findings from the pilot studies. Four appendixes contain one task, follow-up questions, and scoring rubrics for each. (Contains 4 references.) (SLD)

ED 368 794 TM 021 319

Melear, Claudia T.; Richardson, Susan
Learning Styles of African American Children Which Correspond to the MBTI.
PUB DATE- Mar 94
NOTE- 13p.; In: "Proceedings of the International Symposium Orchestrating Educational Change in the '90's--The Role of Psychological Type p11-22 (Gainesville, FL, March 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Black Students; *Cognitive Style; Comparative Analysis; Decision Making; *Elementary School Students; Higher Education; High Schools; *High School Students; Intermediate Grades; Males; Minority Groups; Personality Measures; *Science Instruction
IDENTIFIERS- *African Americans; *Myers Briggs Type Indicator; North Carolina

Studies were undertaken in four counties in North Carolina to

Communities at Large and in Schools.
PUB DATE- 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Curriculum Development; *Delinquency; Delinquency Prevention; Elementary Secondary Education; Intervention; *Juvenile Gangs; Mass Media Effects; *Multicultural Education; *Police; Prevention; Racial Differences; Racial Discrimination; Social Problems; Teacher Behavior; Teaching Methods; Urban Areas; Urban Schools; *Violence

Those who try to deal with violence in U.S. communities and schools have tended to concentrate on suppression of violence, rather than real prevention, particularly as violence is associated with youth gangs. This discussion focuses on multiculturalism as a policy for reducing gang violence, rather than strategies that have been used to deal with youth gangs, which include community organization, social intervention, provision of social and economic opportunities, organizational development, and suppression. Institutional racism is perhaps the most important issue involved in the formation of gangs and their inappropriate activities, although it is by no means the only cause. The incorporation of the process of multiculturalism into the concept of community policing may assist in reduction of all forms of violence in our society, including gangs. The racial and ethnic character of the police force must reflect the composition of the community. Education to make students more sensitive to different cultures will also help to reduce violence. This will require more cultural awareness on the part of teachers, and more sensitivity in curriculum design and implementation. Practices of teachers can go a long way to alleviating violence by encouraging respect for all. Appendixes contain a section of the California penal code, a House Bill on gang violence, and a sample school board policy. (SLD)

ED 368 814 UD 029 799

Hoewisch, Allison; And Others
Effects of Racial Dominance of School on Perceptions of Teacher Influence.
PUB DATE- Nov 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Elementary School Students; Grade 5; Grade 11; High Schools; *High School Students; Intermediate Grades; Multivariate Analysis; *Racial Composition; Racial Differences; *Student Attitudes; Student Evaluation of Teacher Performance; *Teacher Influence; White Students
IDENTIFIERS- *African Americans; Racial Dominance

The responses of elementary and secondary students drawn from two school districts, one with a student population that is primarily African American and the other with a student population that is primarily Caucasian, were analyzed to examine student perceptions of teacher influence. A total of 682 students (388 fifth graders and 294 eleventh graders) responded to the Perceptions of Teacher Influence Instrument.

Educator's Guide to "I Am America."
PUB DATE- 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - General (130)
DESCRIPTORS- Class Activities; *Cultural Awareness; *Cultural Interrelationships; Curriculum Development; *Educational Methods; Elementary Secondary Education; Ethnic Groups; Ethnic Relations; *Intercultural Communication; Kindergarten; Minority Groups; Resource Materials; Teaching Guides
IDENTIFIERS- *Diversity (Groups); *I Am America

This guide contains kindergarten through high school level lessons designed to help educate and sensitize students to cultural differences, while encouraging them to see how Americans are alike. Each lesson, some of which can be completed at home, features both affective and cognitive learning activities. The lessons, which have an interdisciplinary focus, include writing exercises and involve subjects such as social studies, literature, mathematics, and the arts. Handout material is also included. The guide concludes with a personal view from a high school senior on the subject of diversity. Contains a 33-item bibliography and a list of resource centers. (GLR)

ED 368 836 UD 029 824

Guerra, Carmel, Comp.
Young People: Social Justice and Multiculturalism.
PUB DATE- 90
NOTE- 56p.; This report was made possible by a grant from the Youth Affairs Division, Dept. of Labour (Victoria, Australia).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - General (130)
DESCRIPTORS- Acculturation; Community Organizations; *Cultural Pluralism; *Ethnic Groups; Foreign Countries; Guides; *Immigrants; Learning Activities; Minority Groups; Multicultural Education; Non English Speaking; Racial Bias; Racial Discrimination; *Reference Materials; Young Adults
IDENTIFIERS- *Australia

This document contains ideas and information to assist community workers in coming to terms with the realities of ethnic diversity; to make a deliberate and positive commitment to multiculturalism; and, within a social-justice framework, to deliver programs and resources to young people in a way that genuinely accommodates such diversity. It is divided into four sections. The first three sections provide a framework for looking at the interaction of social justice and multiculturalism and provide background information to the debate about migration and culture. The fourth section provides exercises to assist in the development of the knowledge and skills needed by community workers to help enrich their everyday contact with young people from non-English-speaking backgrounds. These exercises are designed to be practical and to be worked on in conjunction with the relevant reading sections. Contains 36 references and a list of publications and videos. (GLR)

ED 368 837 UD 029 825

Practices; Elementary School Teachers; Elementary Secondary Education; *Participative Decision Making; School Community Relationship; Secondary School Teachers; Student Evaluation; Teacher Attitudes; *Teacher Role; *Teaching (Occupation); Teaching Experience; Teaching Methods; *Teaching Skills
IDENTIFIERS- Diversity (Student); Professionalization of Teaching; *Reflective Practice; *Teacher Empowerment

This book, written as an extended letter to teachers, addresses the concerns teachers have for their work with students and reflects on the art of teaching. The letter is developed around 12 chapters: (1) "Toward Large Purposes" places teachers' work in a philosophical as well as a pedagogical and curricular perspective; (2) "Deciding What To Teach" reaffirms that teachers need to be central decision makers about curriculum; (3) "Engaging the Students" includes pedagogical approaches and generative content; (4) "The Community and the School" advocates a more powerful connection between schools and resources that exist beyond schools; (5) "Valuing Differences" asks that teachers expand their thinking about changing demographic patterns in American schools; (6) "Evaluating and Grading Student Performance" offers ways of rethinking the assessment process; (7) "Matters of Accountability" discusses demands for classroom and schoolwide evaluation; (8) "Empowering Teachers" provides a base for a larger understanding of professionalism; (9)"Refining the Craft of Teaching" focuses on creating an ethos of teacher reflection; (10) "The Next Generation of Teachers" considers the role of teachers in recruiting and preparing the next generation of educators; (11) "The Importance of Historical Perspective" asks that teachers' work be placed within a larger time frame; and (12) "Strengthening Our Commitment to Schools" connects the full text to the challenges that confront teachers and schools as they face the 21st century. (LL)

ED 368 713 SP 035 149

Renwick, Margery; Vize, June
Windows on Teacher Education: Student Progress through Colleges of Education and the First Year in the Classroom. Final Report.
SPONS. AGENCY- Ministry of Education, Wellington (New Zealand).
PUB DATE- 93
NOTE- 276p.; For a related report, see ED 365 670.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; Educational Practices; Education Courses; Elementary Education; Foreign Countries; Higher Education; Longitudinal Studies; Personal Narratives; Policy Formation; *Preservice Teacher Education; Program Attitudes; Program Improvement; *Schools of Education; *Socialization; *Student Attitudes; *Student Experience; Student Teaching; Teacher Role
IDENTIFIERS- New Zealand (Auckland); New Zealand (Christchurch); New Zealand (Wellington); *Preservice Teachers

A longitudinal study of teacher education in three New Zealand Colleges of Education (Auckland, Wellington, and Christchurch) was conducted between the years 1989-1992 to examine: (1) the process of teacher education as it unfolded over time for those involved in it; (2) the experiences of a cohort of students preparing to become primary school teachers; and (3) the professional socialization of teacher trainees. This final report of the project begins with an overview of the reactions of 100 beginning teachers to their experience in the classroom during their first year. It then shifts back in time to

DESCRIPTORS- Alcohol Education; *Drug Abuse; Drug Addiction; *Drug Education; *Drug Rehabilitation; *Health Education; Health Materials; Health Promotion; *Prevention; Resource Materials; Secondary Education; Tobacco
IDENTIFIERS- *Comprehensive School Health Programs

The 10-volume "Health Facts" series is intended to supplement health education curricula and provide a handy reference for individuals who would like additional background information on particular health topics. The emphasis is placed on topics and examples relevant to youth of middle and high school age. The seven sections in this book on drug use prevention provide educators with basic facts about how drugs work, including specific information on a variety of drugs, such as tobacco, alcohol, and psychoactive drugs. The book includes discussion of drug dependence, addiction, and treatment; family and peer influences which lead to drug use; prevention and treatment; and the costs of drug use. An easy to read reference format offers clear, concise data intended to familiarize educators with the most important facts about the issues and concerns. A glossary and a list of resources complete the volume. (LL)

ED 368 733 SP 035 182

Stang, Lucas; Miner, Kathleen R.
Sexuality. Health Facts.
PUB DATE- 94
NOTE- 131p.; For other volumes in the Health Facts series, see SP 035 173-181.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Development; Adolescents; Anatomy; Birth; Contraception; Females; *Health Education; Health Materials; Health Promotion; Love; Males; Physiology; Pregnancy; *Reproduction (Biology); Resource Materials; Secondary Education; *Sex Education; *Sexuality; *Student Behavior
IDENTIFIERS- Comprehensive School Health Programs; Puberty; *Sexual Relationships

The 10-volume "Health Facts" series is intended to supplement health education curricula and provide a handy reference for individuals who would like additional background information on particular health topics. The emphasis is placed on topics and examples relevant to youth of middle and high school age. The seven sections in this book on sexuality provide teachers with basic facts about: sexuality in general; the anatomy and physiology of the male and female reproductive systems; pregnancy and birth; contraceptives; puberty and adolescence; and a range of adolescent sexual behaviors and the differences between love and sex. An easy to read reference format offers clear, concise data intended to familiarize educators with the most important facts about the issues and concerns. A glossary, a list of resources, and 16 references complete the volume. (LL)

ED 368 734 SP 035 194

Kelly, Evelyn B.
Memory Enhancement for Educators. Fastback 365.
PUB DATE- 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

PUB DATE- Jul 91
NOTE- 43p.; Supersedes June, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Basic Skills; *Diagnostic Tests; Higher Education; *Learning Disabilities; *Reading Diagnosis; *Reading Difficulties; Reading Skills; *Reading Tests; Secondary Education
IDENTIFIERS- Placement Tests; Test Bibliographies; Test Collection (Educational Testing Service)

The 75 tests described in this bibliography are designed to diagnose students' problems in reading so that appropriate instructional and remedial strategies can be planned and implemented. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 368 755 TM 020 768

Reading Readiness. Annotated Bibliography of Tests.
PUB DATE- Mar 91
NOTE- 41p.; Supersedes April, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Auditory Discrimination; Cognitive Tests; Early Childhood Education; Language Acquisition; *Language Tests; Preschool Tests; *Reading Diagnosis; *Reading Readiness Tests; Screening Tests; *Visual Perception
IDENTIFIERS- Placement Tests; Test Bibliographies; Test Collection (Educational Testing Service)

The 81 tests described in this bibliography are designed to assess children's proficiency in those skill areas necessary for success in learning to read. Among the skills tested are visual perception, auditory discrimination, letter identification, vocabulary, and word recognition. Many of the tests measure a child's eligibility for kindergarten or 1st grade. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable;

NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; *Behavior Rating Scales; *Children; Diagnostic Tests; *Educational Diagnosis; Elementary Education; Elementary School Students; Elementary School Teachers; Identification; Mexican Americans; Middle Schools; Prediction; *Screening Tests; Student Placement; *Test Use
IDENTIFIERS- *Burks Behavior Rating Scale; *Devereux Elementary School Behavior Rating Scale

Psychologists, diagnosticians, and educators are often required to assess a child's functioning to assist in placing the child in the most appropriate educational setting. To assess the child's current level of functioning, various behavior rating scales have been designed to integrate both teacher and parent observations in this assessment process. This paper discusses two methods of assessing behavior, the Burks' Behavior Rating Scale (BBRS) and the Devereux Elementary School Behavior Rating Scale (DESB). The BBRS sample consisted of 494 primary-school and 69 middle-school aged children, approximately 70% of whom were Mexican Americans. The DESB sample consisted of 809 elementary school students and 32 teachers. Test administration procedures are discussed along with the intended use of these tests for practitioners who are involved in the evaluation process. These assessments would be appropriate if a child has been transferred for behavior problems, and an initial screening is desired for evaluation of educational placement. The DESB is more effective in identifying students with severe rather than mild behavior problems. The BBRS, which is based on the assumption that behavior problems may be a sign of pathology, can be used to predict who will do well in special education. (Contains 12 references.) (Author/SLD)

ED 368 776 TM 021 205

Baxter, Gail P.; And Others
Analysis of Cognitive Demand in Selected Alternative Science Assessments. Analysis of Structures and Processes Assessed in Science. Project 2.1 Alternative Approaches to Assessment in Mathematics and Science. Cognitive Theory as the Basis for Design of Innovative Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; Cognitive Psychology; Cognitive Structures; Concept Formation; *Educational Assessment; Educational Innovation; Elementary Secondary Education; Problem Identification; Knowledge Level; Pilot Projects; Problem Solving; Protocol Analysis; Science Education; *Science Tests; *Scoring; Test Construction; Test Interpretation; Test Use; Thinking Skills
IDENTIFIERS- *Alternative Assessment; *Cognitive Demands; Concept Maps; Performance Based Evaluation

Analyses of the cognitive activity displayed by students on existing innovative assessments in science were conducted. The project has worked with pilot alternative assessment programs in Connecticut and California to document the match or mismatch between the skills and processes that the assessment is designed to tap and those actually elicited. Exploratory determine if the learning styles of African American children described by J. Hale (formerly Hale-Benson) (1986) could be identified among African American high school males through the use of the Myers Briggs Type Indicator (MBTI). Learning style differences between minority (n=184) and majority (norm group of predominantly white students) youth were studied, and learning styles of the same male high school students were compared with those of 332 male African American college students. In addition, learning styles of African American 6th and 11th graders of both sexes were compared. Results support the findings that differences do exist between African American students and other populations. Specifically, young African American children have a more relational, person-oriented style than do White students. However, significant populations of students who prefer feeling as a decision-making strategy in 6th grade no longer show this preference by grade 11. The differences support some of Hale's claims that African American children have a different learning style than majority children, particularly that male African American high school students are more Sensing than Intuitive. High school data do not support Hale's claims for the affective and relational learning styles, but data from the comparison of students in grades 6 and 11 do support the hypothesis. Implications for science teaching are discussed. Four tables summarize study findings. (Contains 24 references.) (SLD)

ED 368 795 TM 021 324

Colbert, Joel A.; And Others
The Relationship between Assessment and Support of Beginning Teachers: Where Do We Go from Here?
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Competence; Criteria; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Faculty Mobility; *Mentors; *Professional Development; *Teacher Evaluation; Teacher Supply and Demand; Urban Schools
IDENTIFIERS- *Beginning Teacher Support and Assessment Proj CA; California; Support Systems

As one of several efforts to address the low retention rates of beginning teachers in California schools, the Beginning Teacher Support and Assessment Project (BTSA) is providing support for new teachers along with a component that assesses their classroom competencies. The assessment component and planned evaluation studies are described. BTSA will use the Educational Testing Service's (ETS) Praxis III assessment program, which is designed to provide data on 19 criteria clustered into 4 domains of teacher competence. Trained assessors collect data from teacher questionnaires, classroom observation, and interviews. This data is sent to ETS for processing and summary. Beginning teachers in BTSA would be linked with a support provider who is an experienced teacher and who would give assistance but would not evaluate performance. Of the approximately 165 beginning teachers in the 5 participating urban school districts, 45 were selected as the experimental group. Data will be analyzed to examine professional growth

Results of a school level by racial dominance multivariate analysis indicated significant interaction ("p" .003) and main effects ("p" .001) on both variables. At the elementary level, students in schools with a predominantly African American population rated five variables at a higher level than did elementary students in schools with a predominantly Caucasian population. At the secondary level, students in schools with a predominantly African American population rated four variables at a lower level than did students in schools with a predominantly Caucasian population. Ratings of importance did not change much from elementary to secondary levels among students in schools with a predominantly African American population; however, changes in ratings from elementary to secondary levels were notable among students in schools with a predominantly Caucasian population. Two tables, four figures. (Contains 21 references.) (Author)

ED 368 815 UD 029 800

Howerton, D. Lynn; And Others
Parental Verbal Interaction and Academic Achievement for At-Risk Adolescent Black Males.
PUB DATE- Nov 93
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescents; *Black Students; Elementary School Students; Grades (Scholastic); *High Risk Students; Intermediate Grades; Junior High Schools; Junior High School Students; Locus of Control; Males; *Parent Child Relationship; Parent Influence; Self Esteem; Student Motivation; *Verbal Communication
IDENTIFIERS- Stanford Achievement Tests

The relationships between parent and child verbal interaction and academic achievement were examined for at-risk adolescent Black males. The Verbal Interaction Questionnaire was used to measure student's perceptions of parental communication, and scores from the Stanford Achievement Test battery and school grades measured academic achievement. Students were identified as at risk by teachers using such factors as lack of motivation and poor academic performance. For this sample, no significant relationships were observed between the measure of parental verbal interaction and 11 measures of school achievement, even though other studies have identified significant correlations with academic achievement. Locus of control and self-esteem were significantly related to some of the measures of achievement. Three tables present study findings. (Contains 13 references.) (SLD)

ED 368 816 UD 029 801

Enger, John M.; And Others
At-Risk Adolescent Black Males: Findings for Internal/External Locus of Control, Self-Esteem and Parental Verbal Interaction.
PUB DATE- Nov 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Phelan, Patricia, Ed.; Davidson, Ann Locke, Ed.
Renegotiating Cultural Diversity in American Schools.
PUB DATE- 93
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Influences; *Cultural Pluralism; Elementary Secondary Education; *Ethnic Groups; Hispanic American Culture; *Immigrants; Language Maintenance; Mexican Americans; Minority Groups; Parent Teacher Cooperation; Secondary Education; Student Attitudes; Student Motivation; Teacher Student Relationship
IDENTIFIERS- *Diversity (Groups)

This book contains selected papers presented at a working conference, "Cultural Diversity: Implications for Education", held in 1991. The issues explored cover such areas as cultural therapy as a means to enhance student-teacher relationships; the differences in attitude and motivation of immigrant and domestic minority youth; the implications of tracking; the interrelationships of students' family, peer, and school worlds; and second language acquisition and native language loss. The following papers were presented: "Cultural Diversity and Its Implications for Schooling: A Continuing American Dialogue" (Ann Locke Davidson and Patricia Phelan); "The Processes of Culture and Person: Cultural Therapy and Culturally Diverse Schools" (George Spindler and Louise Spindler); "Students' Multiple Worlds: Navigating the Borders of Family, Peer, and School Cultures" (Patrician Phelan, et al.); "Perspectives on Language Maintenance and Shift in Mexican-Origin Students" (Lucinda Pease-Alvarez and Kenji Hakuta); "Hispanic Cultural Psychology: Implications for Education Theory and Research" (Marcelo M. Suarez-Orozco and Carola E. Suarez-Orozco); "Research and Policy in Reconceptualizing Family-School Relationships" (Concha Delgado-Gaitan); "For Teachers: Some Sketches of Curriculum" (Reba Page); "Cultural Diversity and Conflict: The Role of Educational Anthropology in Healing Multicultural America" (Henry T. Trueba); and "The Voices of Professional Educators" (Harry Handler, et al.). References follow chapters. Contains an index. (GLR)

ED 368 838 UD 029 851

Sheley, Joseph F.; Wright, James D.
Gun Acquisition and Possession in Selected Juvenile Samples. Research in Brief. December 1993.
PUB DATE- Dec 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Adolescents; Antisocial Behavior; Data Collection; Delinquency; High Schools; High School Students; Illegal Drug Use; Inner City; Juvenile Gangs; *Prisoners; Surveys; *Violence
IDENTIFIERS- *Weapons

This research summarizes the results of a study involving 835 inmates in six major correctional facilities within several states and 758 inner-city students from 10 high schools near the facilities, concerning the number and types of firearms juveniles possess as well as where, how, and why juveniles describe and discuss some of the findings related to the experiences of these beginning teachers and others in their cohort while they were students--their experiences of college courses which contributed to their current experiences as beginning teachers. The report brings together issues discussed with students and beginning teachers over the course of the four years, and sets the findings in a broader context. Informants' views raised questions about future policy, practice, and organization for teacher education in New Zealand. The document concludes with 4 student profiles. Contains approximately 150 references. (LL)

ED 368 714 SP 035 150

Bolman, Lee G.; Deal, Terrence E.
Becoming a Teacher Leader: From Isolation to Collaboration.
PUB DATE- 94
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; *Classroom Techniques; Discipline; Educational Cooperation; Elementary Secondary Education; Higher Education; *Leadership; *Mentors; *Perspective Taking; Politics of Education; Psychological Patterns; Social Cognition; *Teaching (Occupation); Teaching Methods; Teamwork

This book is designed as a portable mentor for new teachers. Through a close and intense dialogue between a new teacher and a seasoned veteran, the novice comes to see troublesome situations more clearly, to anticipate trouble before it arises, and to develop more comprehensive and powerful strategies for leadership. Through the outcomes achieved by the book's protagonist, a highly committed and talented young teacher who persists in the face of obstacles and who learns from her mistakes, the book provides an optimistic view of the possibilities for teacher leadership. The book's approach is based on learning to use multiple "frames," each offering a different angle on the challenges of leadership. Four frames in common use among teachers as well as administrators are discussed: the human resource frame, the political frame, the structural frame, and the symbolic frame. Chapter titles include: "A New Teacher's First Day"; "Realities Burst the Bubble"; "Building Effective Relationships: The Human Resource View"; "The Tracking Wars: Dealing with School Politics"; "Student Discipline: Understanding Structure in Schools"; "'I'm Just a Great Teacher': Using Symbols To Revive the Spirit"; "Teaching and Leading: Balancing Family and Career"; "The Essence of Teaching: Leaving a Legacy"; and "The Torch Is Passed." The book concludes with an annotated bibliography of 12 publications. (JDD)

ED 368 715 SP 035 151

Dottin, Erskine S.
Help Wanted: Philosophers of Education for National Accreditation.
PUB DATE- Feb 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Southeast Philosophy of Education Society (Gainesville, FL, February 11-12, 1994).
LANGUAGE- English

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Improvement Programs; *Learning Strategies; *Long Term Memory; *Mnemonics; *Recall (Psychology); *Recognition (Psychology); *Short Term Memory; Skill Development; Student Attitudes; Teaching Methods

This Fastback contends that educators are in the memory business, that memory is probably our most maligned faculty, that forgetting is a fact of life, and that overall memory skills can be learned. The booklet addresses the following questions: How justified are people's complaints about memory? How much is myth and how much is fact? What memory strategies can we learn and practice? and How can students be helped to learn memory techniques. Following an introduction, the publication is organized into six parts. The first part, "Don't Myth-Interpret Your Memory," provides a quiz that seeks to separate fact from fiction. Part two, "What is Memory?" discusses short-term and long-term memory and how memories actually form, and it provides an initial memory activity. Mnemonics, internal memory strategies, remembering names and faces, and external memory strategies are the subject of part three, "Memory Principles." The fourth section, "Helping Students Remember," covers teaching memory techniques to young children and describes the role of mnemonics in the teaching of literature. Section five, "Don't Be an Absent-Minded Educator," discusses the benefits of memory enhancing skills and goals. Contains 15 resources. (LL)

ED 368 735 TM 020 730

Minimum Competency Tests. Annotated Bibliography of Tests.
PUB DATE- Jan 91
NOTE- 21p.; Supersedes April, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; *Basic Skills; Diagnostic Tests; Elementary Secondary Education; Graduation Requirements; *Minimum Competency Testing; National Competency Tests; Standardized Tests
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 32 tests described in this bibliography cover grades K-12 and are used to assess minimum competency in individual subjects such as mathematics, reading, or writing, or other basic academic areas. Several of the tests are state minimum competency examinations which students must pass in order to graduate. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 368 736 TM 020 733

and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 368 756 TM 020 769

Achievement Batteries, Preschool - Grade 3. Annotated Bibliography of Tests.
PUB DATE- Feb 93
NOTE- 49p.; Supersedes September, 1991 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; *Basic Skills; Curriculum Evaluation; Diagnostic Tests; Early Childhood Education; Elementary Secondary Education; National Competency Tests; Standardized Tests
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 91 test batteries described in this bibliography have a number of subtests that measure achievement in subjects such as language skills, mathematics, social studies, science, and/or study skills. Several of the tests are in Spanish for students whose primary language is Spanish. Although all grades are represented, the majority of the tests are for preschool through grade 3. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 368 757 TM 020 770

Achievement Batteries, Grades 4 - 6. Annotated Bibliography of Tests.
PUB DATE- Feb 93
NOTE- 47p.; Supersedes October, 1991 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; *Basic Skills; Curriculum Evaluation; Diagnostic Tests; Elementary Secondary Education; Intermediate Grades; National Competency Tests; Standardized Tests
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 77 test batteries described in this bibliography have a number of subtests that measure achievement in areas such as language skills, mathematics, social studies, science, and/or study skills. Several of the tests are in Spanish for students whose primary language is Spanish. Although all grades are represented, the majority of the tests are for grades 4 through investigation, conceptual integration, and component identification tasks were selected, each varying with respect to grade level, prior knowledge, stage of development, and purpose. Detailed verbal protocols of students in each of the assessment situations in conjunction with observations of student performance, evaluation of student test booklets, and an examination of the scoring criteria provide an empirical basis for linking performance scores with the level and kind of reasoning and understanding. Analysis of these sources of data was guided by a framework of proficient performance that grew from the cognitive psychology literature on the nature of expertise. Focus was placed on the extent to which tasks allowed students the opportunity to engage in higher-order thinking skills (i.e., plan, reason, explain, infer, monitor, or strategically problem solve) and the extent to which scoring systems reflected differential performance of students with respect to the nature of the cognitive activity in which they engaged. Five tables and 19 figures are included. (Contains 28 references.) (Author/SLD)

ED 368 777 TM 021 208

Wolfe, Edward W.; Feltovich, Brian
Learning To Rate Essays: A Study of Scorer Cognition.
PUB DATE- Apr 94
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Criteria; *Essays; Evaluation Methods; *Evaluators; Experience; Holistic Approach; *Scoring; Standardized Tests; Writing Evaluation; *Writing Tests
IDENTIFIERS- Experts; *Mental Models; Performance Based Evaluation

This paper presents a model of scored cognition that incorporates two types of mental models: models of performance (i.e., the criteria for judging performance) and models of scoring (i.e., the procedural scripts for scoring an essay). In Study 1, six novice and five experienced scorers wrote definitions of three levels of a 6-point holistic scoring rubric at two times during a scoring project for a large-scale standardized writing assessment. Given practice and experience (3 days) in scoring, models of performance used by novices began to approximate those used by experienced scores. In Study 2, three better experienced scorers and three poorer experienced scorers engaged in a think-aloud task on three essays. This study revealed that better scorers stop more often while reading essays to comment and that the reading styles of better scorers are more consistent as a group. Better scorers are also more likely to make nonevaluative comments about the test itself or the writer, and they are more consistent in their use of content categories when discussing essay characteristics and more likely to focus on complex and abstract qualities (e.g., writer's voice or content development) than were poorer scorers. Six tables, three fugures are included. (Contains 25 references.) (Author/SLD)

ED 368 778 TM 021 283

Raizen, Senta A.; Loucks-Horsley, Susan
Formative Evaluation of the K-12 Education Programs of the Department of Energy.

variables and beginning teacher perceptions. The large amounts of data collected will yield information on professional growth that has important implications for teacher retention and educational improvement. (Contains 18 references.) (SLD)

ED 368 796 UD 029 093

Multicultural/Multiethnic Education in Portland Public Schools.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; Cultural Differences; *Curriculum Development; Definitions; *Educational Objectives; Elementary Secondary Education; *Ethnic Groups; Inservice Teacher Education; Minority Groups; *Multicultural Education; Outcomes of Education; Public Schools; *Teaching Methods
IDENTIFIERS- *Portland School District OR

This document has been written to provide a consistent definition of multicultural/multiethnic education for the Portland (Oregon) Public Schools and to share the goals and expectations of students and staff in the Portland schools. Multicultural/multiethnic education is defined as education that, by virtue of specific content, perspectives, and a structured process, prepares students to live, learn, and work in a pluralistic world. It fosters appreciation, respect, and tolerance for people of different ethnic and cultural backgrounds. The Portland Public Schools use six geocultural groupings: African, American Indian, Asian, European, Hispanic, and Pacific Islander. Satisfactory infusion of multicultural/multiethnic education will result in students who understand that individuals from each of the six geocultural groups have made, and continue to make, significant contributions to the world. Eight general geocultural goals are defined for teacher inservice outcomes, and five multicultural/multiethnic goals are defined for teachers, administrators, and staff. An appendix lists specific goals for African Americans, with some resources that support the African American component of multicultural education. (SLD)

ED 368 797 UD 029 572

Brown, Sherlon P.
Black Female Adolescents' Career Aspirations and Expectations: Rising to the Challenge of the American Occupational Structure.
PUB DATE- 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Aspiration; *Black Youth; Career Choice; Career Development; Career Planning; Careers; Employment Opportunities; *Equal Opportunities (Jobs); *Expectation; *Females; *Occupational Aspiration; Racial Discrimination; Sex Discrimination

Career and life planning, while a complex task for people of all races and ages, is often compounded for black adolescent females. Social and economic traditions such as racism, poverty, and oppression have often retarded their employment perceptions, aspirations, expectations, and realities. This article explores the relationship between black female adolescents' career aspirations and expectations by examining

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Black Students; Elementary School
  Students; *High Risk Students; Interaction; Intermediate
  Grades; Junior High Schools; Junior High School Students;
  *Locus of Control; *Males; Parent Child Relationship; Parent
  Influence; Parents; *Self Esteem; *Verbal Communication; White
  Students

The relationships among three factors for at-risk adolescent Black males was investigated: internal-external locus of control, self-esteem, and parental verbal interaction. Forty-two males in Grades 6, 7, and 8 who had been identified as at-risk by their teachers completed the Locus of Control Scale for Children, the Self-Esteem Inventory, and the Verbal Interaction Questionnaire. A moderate positive relationship between self-esteem and parental verbal interaction was consistent with a previous finding for White high school students. A moderate negative relationship between locus of control and self-esteem contrasted with a previous finding of no significant relationship for Black elementary children. A weak, yet significant, negative relationship was found between locus of control and parental verbal interaction. One table of data is included. (Contains 22 references.) (Author)

ED 368 817 UD 029 802

Houser, Neil O.
Multicultural Education for the Dominant Culture: Toward the
  Development of a Multicultural Sense of Self.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
  (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Access to Education; *Cultural
  Differences; Curriculum Development; Educational Environment;
  Educational Practices; Elementary Secondary Education; *Equal
  Education; Grouping (Instructional Purposes); Literature
  Reviews; *Multicultural Education; School Role; *Self Concept;
  Social Action; Social Cognition; Social Psychology
IDENTIFIERS- *Dominant Culture

This paper synthesizes the literature in social and multicultural education and classic work in social psychology to examine the philosophical, theoretical and practical issues related to multicultural education for the dominant culture. "Multicultural self-development" is posited as an essential aspect of equity education for dominant culture students. Through the social construction of a more multifaceted "self," students can begin to critically examine personal and historical perspectives and practices underlying the opportunity gap between dominant and dominated sociocultural groups. The developmental process is examined in detail. Implications for practice address student grouping and interaction, the development of an "emotionally safe, yet intellectually sound" classroom environment, and the construction of lessons specifically designed to promote multicultural development. (Contains 46 references.) (Author)

ED 368 818 UD 029 803

McNeely, Sonja R.; Mertz, Norma T.
The Center School: An Alternative for the Dropout.
PUB DATE- Nov 93

acquire and carry firearms. Research focused on serious juvenile offenders and on inner-city students because these groups are popularly thought to engage in and experience violence at rates exceeding those of most other groups. Among the findings are: (1) 83 percent of inmates and 22 percent of the students possessed guns, usually powerful revolvers or automatic and semiautomatic handguns; (2) most surveyed thought it would be easy to acquire a gun; (3) 45 percent of the inmates and 53 percent of the students would acquire their guns by "borrowing" from family or friends, and 54 percent of the inmates and 37 percent of the students said they would get one "off the street"; (4) drug use was moderately related to gun activity; and (5) the main reason given for owning or carrying a gun was self-protection. The report suggests that, from the viewpoint of policy, the problem to be addressed has less to do with where juveniles get their guns, but more importantly, combating the idea they have that a gun is needed to survive in their neighborhoods. (Contains 15 references.) (GLR)

ED 368 839 UD 029 855

Summerbridge San Francisco. Established 1978 at San Francisco University High School. Information Packet.
PUB DATE- 93
NOTE- 30p.; For related document, see UD 029 856.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Admission Criteria; Budgets; Enrichment; Grade 7; Grade 8; Higher Education; High Schools; Junior High Schools; *Junior High School Students; Middle Schools; Mission Statements; *Program Content; Program Descriptions; *School Schedules; *Student Characteristics; Teacher Responsibility; Teacher Salaries; Teaching Experience
IDENTIFIERS- California; *Summerbridge

This report presents an overview and the philosophy of a particular Summerbridge National Project program conducted at the San Francisco University High School. The program offers talented and diverse middle school students an intense 6-week academic enrichment program taught by bright, motivated high school and college students. The program prepares rising seventh and eighth graders for success at academic high schools, and provides opportunities for high school and college students to have an intensive experience in teaching and administration. Areas examined include the program's mission statement, a fact sheet about the program, course listings, summer activities, the summer calendar, the program admissions process and calendar, a statistical profile of the students, results of Summerbridge graduates, and information on the teaching staff and program directors. Year-long and summer planning calendars and the 1992 program budget conclude the report. (GLR)

ED 368 840 UD 029 856

Teaching at Summerbridge. 1994 Handbook.
PUB DATE- 94
NOTE- 18p.; For related document, see UD 029 855.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050), Reports - General (140)
DESCRIPTORS- Academically Gifted; Compensation (Remuneration);

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Educational Philosophy; Elementary Secondary Education; Higher Education; Institutional Mission; Leadership; *Mission Statements; Professional Associations; *Schools of Education; *Standards; *Teacher Education Programs
IDENTIFIERS- National Council for Accreditation of Teacher Educ

This paper discusses the call by the National Council for the Accreditation of Teacher Education for teacher education institutions to delineate a stated philosophy. The paper dramatizes the need for educational philosophers of professional societies to provide leadership in this area of reform. The paper offers numerous examples in which mission statements presented by universities or schools of education are in effect lists of aims, with no philosophical justification for the suggested aims. Educational philosophers such as those in the American Educational Studies Association and the Council of Learned Societies in Education's affiliate organizations can play a vital role in helping institutions to articulate, in a more comprehensive manner, their philosophies. When an educational unit possesses a philosophy and is able to identify the philosophic assumptions upon which it is built, the unit is able to bring a certainty to its institutional behavior, to the content that ought to be taught, and to how it should be taught. Educational philosophers can help units address the metaphysical, epistemological, and axiological questions which undergird their respective world views. (JDD)

ED 368 716 SP 035 152

Johnstone, Margaret
Teachers' Workload and Associated Stress.
SPONS. AGENCY- Educational Inst. of Scotland, Edinburgh.
PUB DATE- Nov 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Elementary School Teachers; Elementary Secondary Education; *Faculty Workload; Foreign Countries; Secondary School Teachers; Stress Management; *Stress Variables; *Teaching Load; Time Management; *Working Hours
IDENTIFIERS- *Scotland

A sample of 570 Scottish classroom teachers, promoted staff, and senior management recorded the work they were doing for a full week, in 15-minute blocks of time. Respondents also recorded whether or not they felt stressed on that day and described the cause and symptoms of the stress. Results revealed that the mean working day was 7.89 hours, with 3 hours on the weekend. Over the whole week, teachers recorded a mean of 42.5 hours work (46.25 if non-workload break time is added). Administration of paperwork took up about a fifth of senior management time in secondary schools and less in primary schools. Meetings took up almost another fifth. Ninety-three percent of respondents reported at least one occasion of stress during the week. The longer the hours worked, the more stress occasions reported. Coping strategies included seeking support from family, friends, or colleagues or various hobbies/relaxation. On the Occupational Stress Indicator, teachers scored higher on the job-specific stress scale than any other group for which norms were available. Appendixes

Language Skills, Grade 7 and Above. Annotated Bibliography of Tests.
PUB DATE- May 91
NOTE- 75p.; Supersedes March, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Adult Basic Education; Annotated Bibliographies; *Basic Skills; High School Equivalency Programs; *Language Impairments; *Language Skills; *Language Tests; Screening Tests; Secondary Education
IDENTIFIERS- Placement Tests; Test Bibliographies; Test Collection (Educational Testing Service); Workplace Literacy

The 146 tests described in this bibliography include measures of expressive language, language development, articulation, language or communication problems, morpheme development, receptive skills, language proficiency, and social-communication skills. Types of tests include achievement, aptitude, screening, and diagnostic instruments. Various populations are assessed including persons who are hearing-impaired, communication-disabled, neurologically impaired, and those with aphasia. Also included are tests for college placement, adult education, and vocational guidance. Although all ages are represented, the test are primarily intended for grade 7 and above. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (CRW)

ED 368 737 TM 020 745

Language Development. Annotated Bibliography of Tests.
PUB DATE- Jul 89
NOTE- 56p.; Supersedes February, 1988 edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Basic Skills; *Child Language; Cognitive Tests; Delayed Speech; *Diagnostic Tests; Infants; *Language Acquisition; Language Impairments; *Norm Referenced Tests; Preschool Education; Preschool Tests; *Screening Tests; Spanish Speaking
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 115 tests cited in this bibliography are measures for infants through preschool age children, that focus on language acquisition. Some determine developmental level, others deal with aspects of language ability at various levels. Measures for a variety of populations, including native Spanish speakers, and handicapped infants, are cited. This document is one in a series of topical bibliographies from the Test

6. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 368 758 TM 020 771

Achievement Batteries, Grade 7 and Above. Annotated Bibliography of Tests.
PUB DATE- Feb 93
NOTE- 52p.; Supersedes October, 1991 Edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Adult Basic Education; Annotated Bibliographies; *Basic Skills; College Entrance Examinations; Diagnostic Tests; Elementary Secondary Education; Higher Education; High School Equivalency Programs; National Competency Tests; Secondary Education; Standardized Tests
IDENTIFIERS- Placement Tests; Test Bibliographies; Test Collection (Educational Testing Service)

The 93 test batteries described in this bibliography have a number of subjects that measure achievement in areas such as language skills, mathematics, social studies, science, and/or study skills. Several of the tests are in Spanish for students whose primary language is Spanish. Some of the tests may be used for preparatory work for the GEDs. A separate list of college-level tests is available. Although all grades are represented, the majority of the tests are for Grades 7 and above. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 368 759 TM 020 774

Oral Reading and Listening Skills. Annotated Bibliography of Tests.
PUB DATE- Oct 90
NOTE- 78p.; Supersedes October, 1988 Edition

PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Responsibility; *Elementary Secondary Education; *Evaluation Methods; *Formative Evaluation; Futures (of Society); Government Role; Laboratory Training; *Mathematics Education; Professional Development; Profiles; *Program Evaluation; *Science Education; Teacher Competencies; Teacher Education; Teachers; Technical Assistance
IDENTIFIERS- *Department of Energy

In response to the findings and recommendations of a planning conference in 1989, the Department of Energy (DOE) increased its funding of ongoing precollege programs in science and mathematics education and launched some new initiatives. To evaluate and improve its efforts, the DOE has also initiated a 4-year evaluation and technical assistance project at the National Center for Improving Science Education. This paper focuses on the strategies developed and some results emerging from the formative evaluation component of this project. The major formative evaluation strategy is the profiling of the DOE's education activities, with the development of a template for each of the five identified program types. The template for profiling the teacher-development programs of the DOE laboratories is presented as an example of the way in which a template can be used in formative evaluation. Some of the emerging results of the teacher-development research are outlined to demonstrate evaluation results. One figure illustrates an excerpt from the teacher development template. (Contains 5 references.) (SLD)

ED 368 779 TM 021 285

Romberg, Thomas A.
World Class Standards: The Mathematical Sciences Education Perspective.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Criteria; Curriculum Design; *Curriculum Development; Definitions; Educational Assessment; *Educational Change; Educational Objectives; Elementary Secondary Education; Expectation; Foreign Countries; Instructional Improvement; *Mathematics Education; Outcomes of Education; *Science Education; Technical Education
IDENTIFIERS- National Education Goals 1990; *NCTM Curriculum and Evaluation Standards; Reform Efforts; School Culture; Standard Setting; *World Class Standards

The use of the term "world class standards" grows out of the rhetoric surrounding the National Education Goals of 1990. The perspective of the mathematical sciences education community on world class standards is offered through a description of their efforts on behalf of reform of mathematics education and a discussion of what such standards should be. In pursuit of the incongruencies among their career behaviors, aspirations, and expectations in relation to the realities of the American occupations structure. Additionally, black female adolescents' participation in and perception of the American labor force is reviewed. Recommendations are provided for personal and structural changes to facilitate the empowerment and success of tomorrow's young black working women. (Contains 30 references.) (GLR)

ED 368 798 UD 029 582

Newspapers, Diversity & You, 1993-94.
SPONS. AGENCY- American Society of Newspaper Editors, Washington, DC.
PUB DATE- 93
NOTE- 51p.; Also sponsored by the Newspaper Association of America Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - General (130)
DESCRIPTORS- *Career Choice; College Students; *Cultural Differences; Educational Background; Employment Patterns; Higher Education; High Schools; High School Students; *Journalism; Journalism Education; *Minority Groups; *Newspapers; *Occupational Information; *Resource Materials

This booklet gives minority high school and college students information about preparing for a newspaper career. If newspapers are to survive and thrive, they must attract and serve America's increasingly multicultural readership. The booklet includes a discussion of the challenges of diversity and an overview of journalism. A career and salary report explains the types of jobs available in journalism and salary ranges that can be expected. The academic preparation needed for journalistic careers is described, and some job-hunting tips are outlined. Lists of grants, programs, and recruiters are given, grouped into: (1) grants from organizations; (2) internship programs; (3) special training programs; and (4) recruiters. Scholarship and employment information is summarized. (SLD)

ED 368 799 UD 029 586

Levin, Jessica
Chapter 1 Advocacy Handbook. Making the Chapter 1 Program Work in Your Schools.
SPONS. AGENCY- Legal Services Corp., Washington, D.C.; National Education Association, Washington, D.C.
PUB DATE- 93
NOTE- 118p.; Funding also provided by the National Coalition of Title I/Chapter 1 Parents.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Childrens Rights; Compensatory Education; *Educational Legislation; Educational Objectives; Elementary Secondary Education; Long Range Planning; *Parent Participation; *Parent Rights; Program Development; *Program Improvement; Resources; Student Evaluation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This handbook is designed to provide parents and advocates with the information they need to take an active role in Chapter 1

NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Counseling; Dropout Research; *Dropouts; Economic Factors; Educational Background; High School Graduates; High Schools; High School Students; Individual Differences; Institutional Characteristics; *Nontraditional Education; Program Evaluation; Social Influences; Social Workers; *Student Attitudes
IDENTIFIERS- *Knox County Schools TN

In 1989 the Knox County (Tennessee) Schools opened The Center School as an answer to the dropout problem. The Center School was to feature open entry and exit, self-paced work schedules, flexible scheduling, a school-to-work component, on-site counselors and social workers, and individually designed graduation programs through which dropouts aged 17 to 19 could earn a regular high school diploma. In the first 3 years, approximately one-third of the students dropped out, but no appreciable differences could be seen between these students and those who continued when background, credits, success, and skill levels were compared. A 2-item survey was developed to study student perceptions of the school and the values they put on the diploma, as well as future plans and their views of beneficial program components. Ninety-one graduates returned the survey and 52 dropouts responded. Results indicate that both leavers and graduates had pleasant experiences at The Center School. The only difference in perceptions was that graduates, who appeared to hold better jobs, perceived that they had a future with their present employers and could work long-term for them. In general, the factors that caused students to leave were beyond the control of the school. Seven tables present study findings. (Contains 11 references.) (SLD)

ED 368 819 UD 029 804

Summers, Tracy; Blendinger, Jack
Involving Hard-to-Reach Parents of Adolescent Children in the Schooling Process.
PUB DATE- Nov 93
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Elementary Secondary Education; *Enrichment; *High Risk Students; Homework; Intervention; Parent Attitudes; Parent Child Relationship; *Parent Participation; Parents; *Summer Programs; Surveys
IDENTIFIERS- Mississippi

The West Point/Mississippi State University Enrichment Project was an intensive 5-week summer intervention for 117 at-risk students. Parents of these students were invited to participate in the parent component, and at the end of the program they were surveyed to determine their perceptions of the program. Whether involving parents had a positive effect on their perceptions was studied. Thirty-six parents completed and returned the questionnaire. Parents agreed that the project had

*Guidelines; Higher Education; High Schools; Junior High Schools; Junior High School Students; Middle Schools; Mission Statements; Pamphlets; *Program Content; *Student Financial Aid; *Student Teaching; Teacher Responsibility
IDENTIFIERS- *Summerbridge

This handbook provides potential teaching staff of the Summerbridge program with information explaining the type of program it is, its mission, the types of students that attend, and what types of faculty the program attracts and desires. It also answers commonly asked questions that are of interest to potential teachers such as how many courses instructors teach, their various responsibilities beyond teaching, compensation, and the advantages and disadvantages of teaching within the program. Final parts of the handbook address what qualifications are expected of incoming teachers, the issue of financial aid for college students interested in participating in the program, how to apply for a position, and the additional leadership positions that exist. (GLR)

ED 368 841 UD 029 860

Fallahi, Mitra
Multicultural Education: A Challenge for All.
PUB DATE- Feb 94
NOTE- 15p.; Paper presented at the Annual Conference of the National Organization for Multicultural Education (4th, Detroit, MI, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Cultural Activities; Cultural Differences; *Cultural Pluralism; Educational Innovation; Elementary Secondary Education; Ethnic Groups; Racial Bias; *School Role; Sex Bias; Stereotypes; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Diversity (Student)

This paper addresses the role of the classroom in bringing students of different backgrounds together and the role of the teacher in creating an atmosphere in which students not only get along well with each other, but also develop respect and appreciation that they carry with them outside of school. There is a need to create an atmosphere of peace and harmony within the educational environment to offset the ill effects of stereotyping and prejudice that can inhibit multicultural education. The paper also discusses teacher attitudes and resistance to multicultural education and ethnic events, stemming in part from their limited education and experience in these areas. It is concluded that schools are becoming more diverse each year, reflecting changes in society. Schools can no longer afford to ignore racial and cultural tensions nor the differences in learning styles that these cultural differences create. (Contains 5 references.) (GLR)

ED 368 842 UD 029 862

Hecht, Michael L.; And Others
African American Communication: Ethnic Identity and Cultural Interpretation. Language and Language Behaviors. Volume 2.
PUB DATE- 93
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art

contain sample pages of a workload diary and demographic characteristics of the respondents. (Contains 24 references.) (JDD)

ED 368 717   SP 035 164

Gatto, John Taylor
Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling.
PUB DATE- 92
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Agents; Change Strategies; *Compulsory Education; *Conformity; Conservatism; Criticism; Educational Change; Educational Practices; Elementary Secondary Education; Futures (of Society); Government School Relationship; *Hidden Curriculum; *Privatization; *Public Schools; Teaching Methods

The five essays in this book criticize the "deadening heart" of compulsory state schooling, described as a series of assumptions and structures that stamp out the self-knowledge, curiosity, concentration and solitude essential to learning--a system wherein education and schooling are mutually exclusive terms. The book argues that between schooling and television, children have little time to learn for themselves--about the community they live in, or the lives they might lead; instead, they are schooled to obey orders and become smoothly functioning cogs in the industrial machine. It is suggested that independent study, community service, large doses of solitude, and a variety of different apprenticeships with adults in all walks of life are keys to helping children break the thrall of a conforming society. Some form of free market system in public schooling is proposed as the likeliest place to look for answers--a free market where family schools, entrepreneurial schools, religious schools, crafts schools, and farm schools, would exist in profusion to compete with compulsory government monopoly mass-schooling. (LL)

ED 368 718   SP 035 166

Matiella, Ana Consuelo, Ed.
The Multicultural Challenge in Health Education.
PUB DATE- 94
NOTE- 408p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; *Cultural Awareness; *Curriculum Development; Elementary Secondary Education; Faculty Development; Health Materials; Health Promotion; Higher Education; Inservice Teacher Education; *Learning Strategies; *Multicultural Education; Partnerships in Education; Preservice Teacher Education; *Relevance (Education); Resource Materials
IDENTIFIERS- *Comprehensive School Health Education; *Diversity (Student); Sheltered English

This collection offers strategies for making health education culturally relevant. The volume is organized into five sections. The first section, "Foundations for Multicultural Health Education," includes chapters: (1) "Who Are the Children

Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (CRW)

ED 368 738 TM 020 747

Art. Annotated Bibliography of Tests.
PUB DATE- Mar 91
NOTE- 28p.; Supersedes May, 1989 edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Art; Basic Skills; Creative Art; *Creativity Tests; Elementary Secondary Education; Higher Education; *Interest Inventories; Student Evaluation; *Vocational Aptitude
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 40 tests cited in this bibliography are for elementary through adult level, including measures of pictorial creativity, achievement in design, interest and attitudes, knowledge, art education, art history, and aesthetic judgment. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (CRW)

ED 368 739 TM 020 750

Chemistry, College Level. Annotated Bibliography of Tests.
PUB DATE- Apr 91
NOTE- 20p.; Supersedes April, 1989 edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; Certification; *Chemistry; College Entrance Examinations; *Equivalency Tests; Higher Education; Mastery Tests; *Science Tests; Student Evaluation
IDENTIFIERS- Science Achievement; Test Bibliographies; Test

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Achievement Tests; Annotated Bibliographies; *Audiolingual Skills; Basic Skills; *Diagnostic Tests; Elementary Secondary Education; Higher Education; *Listening Comprehension Tests; *Listening Skills; *Oral Reading; *Reading Tests
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

Some of the 172 tests described in this bibliography are subtests of achievement batteries. Listening skills assessed include listening comprehension, understanding words and passages, making inferences, and drawing conclusions. The oral reading tests cover areas such as pronunciation, omissions, insertions, hesitation in reading, and reading level. All ages are represented. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 368 760 TM 021 154

Vernetson, Theresa, Ed.
Selected Papers from the Spring 1993 Breivogel Conference at the University of Florida on Alternative/Portfolio Assessment.
PUB DATE- 93
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Testing; Curriculum Development; *Educational Assessment; Educational History; Elementary Secondary Education; *Portfolios (Background Materials); Problem Solving; Program Development; Scoring; *Standards; *Teacher Education; *Test Results; *Theory Practice Relationship
IDENTIFIERS- *Alternative Assessment; Authentic Assessment; New Standards Project (LRDC)

This edition of the "Research Bulletin" is a compilation of papers presented at the annual William F. Breivogel Conference in 1993. The conference theme was alternative and portfolio assessment. Papers were grouped into assessment in general, portfolio assessment, and alternative assessments and curriculum questions. The selected papers include: (1) "Perspectives on Alternative Assessment: What's Happening Nationally" (Thomas H. Fisher); (2) "Scoring the New Standards Project: 5 on a 6 Point Scale" (Lee Baldwin, et al.); (3) "Can Test Scores Remain Authentic when Teaching to the Test?" (M. David Miller and Anne E. Seraphine); (4) "Managing Classroom Assessments: A Computer-Based Solution for Teachers" (Madhabi Banerji and P. Charles Hutinger); (5) "Historical Roots of reform of mathematics education, the National Council of Teachers of Mathematics decided to produce a series of standards documents that curriculum specialists and teachers could use to create a demand for new texts and staff development. The resulting "Curriculum Standards" have become the operational definition of world class standards. No international norm exists against which these standards can be measured, but examination of the mathematics frameworks of eight other countries supports their label as world class and their alignment with the mathematics goals of other nations. To assess them in reality it would be necessary to compare the variations in student outcomes, expectations for students, programs, and school cultures across the countries. Some ongoing efforts in these areas are described, but it is finally argued that agreement on criteria that could be called world class may not be possible. Six tables and one figure illustrate the discussion. (Contains 15 references.) (SLD)

ED 368 780 TM 021 291

Budescu, David V.; And Others
A Revised Modified Parallel Analysis (RMPA) for the Construction of Unidimensional Item Pools.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- Apr 94
NOTE- 42p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Equations (Mathematics); Heuristics; Item Analysis; *Item Banks; *Matrices; Models; *Test Construction; Test Content; Test Items; Test Reliability
IDENTIFIERS- Eigenvalues; Modified Parallel Analysis; *Revised Modified Parallel Analysis; *Unidimensionality (Tests)

Modified Parallel Analysis (MPA) is a heuristic method for assessing "approximate unidimensionality" of item pools. It compares the second eigenvalue of the observed correlation matrix with the corresponding eigenvalue extracted from a "parallel" matrix generated by a unidimensional and locally independent model. Revised Modified Parallel Analysis (RMPA) generalizes MPA and alleviates some of its technical limitations. An important and useful feature is a new method for eliminating items which violate the test's unidimensionality. This is achieved by eliminating items, one at a time, to determine their contribution to the matrices' eigenvalues. We propose a test for detecting items with larger impact in the observed data set, and eliminating them. The new method was tested in several situations in which unidimensional item pools were "contaminated" by various proportions of items from a secondary pool. The results indicate that RMPA does an excellent job in detecting low (10%) and moderate (25%) levels of contamination, but fails in cases of maximal (50%) contamination. Eleven tables. (Contains 46 references.) (Author)

ED 368 781 TM 021 294

Doig, Brian
Curriculum-Embedded Assessment in Mathematics.
PUB DATE- Apr 94
NOTE- 17p.
LANGUAGE- English

programs. It contains 11 chapters. Chapters 1-4 are designed for anyone interested in learning more about the basic requirements of Chapter 1 law. Specifically, these chapters provide a brief overview of the law, explore the legal requirements, analyze the chronology of steps that school districts receiving Chapter 1 funds must follow, discuss the key rights of children in the Chapter 1 program, and describe parental involvement requirements of the law. Action-oriented strategies for those who want to improve Chapter 1 programs are contained in chapters 5 and 8 through 11. Chapter 6 describes the problems in the ways many schools are setting Chapter 1 goals, designing their programs, and evaluating students; it also suggests important directions for change within each of these areas. Appendices provide relevant laws, regulations, and guidelines; examples of Chapter 1 programs and parental involvement programs; a list of the Regional Technical Assistance Centers; and the special Chapter 1 programs operated by state agencies. (GLR)

ED 368 800 UD 029 638

Baez, Tony
Protecting the Rights of National Origin Language Minority Students during the Implementation of Race Desegregation Plans.
PUB DATE- Sep 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Black Students; Check Lists; Childrens Rights; Desegregation Effects; *Educational Planning; Elementary Secondary Education; *Equal Education; Ethnic Groups; Federal Legislation; Financial Support; *Minority Groups; Racial Discrimination; *Racial Integration; *School Desegregation
IDENTIFIERS- *Language Minorities; *National Origin

Since the early 1970s the courts, the Federal Government, local governments, and school systems have wrestled with the difficulties that arise as race desegregation is implemented in school systems with substantial enrollments of national origin minority (NOM) students. Desegregating school systems generally produce plans to guide racial desegregation that involve only the use of strategies and measures aimed at correcting the harm endured by black students. It is argued that school desegregation planning and implementation need not infringe on the continuation and implementation of bilingual programs. Suggestions are given for addressing issues that arise in the following areas: (1) identification and definition of NOM students and staff; (2) setting fixed ratios for students or staff; (3) applying state and federal regulations affecting desegregation; (4) overall desegregation planning; (5) settling other logistics of desegregation implementation; (6) assignment of NOM students; (7) special education programming; (8) funding; and (9) monitoring desegregation plans. Desegregation planners can use this list of issues as a checklist of matters to consider in protecting the interests of NOM students during school desegregation. Nine court cases with a bearing on these issues are listed. (Contains 5 references.) (SLD)

ED 368 801 UD 029 639

a positive effect on their perceptions of the quality of the schools, and they generally felt that the project increased their respect for and trust in the teachers. Parents appreciated the efforts taken to involve them and enjoyed assisting their children in the at-home activities. Parents also thought their children liked having them participate, and 92 percent felt that they would like to have their children participate again. All of the parents indicated that they would recommend the program to their friends. Seven tables present these findings. (Contains 16 references.) (SLD)

ED 368 820 UD 029 805

Turner, Catana L.
Teachers' Perceptions of Effective Classroom Management within an Inner-City Middle School.
PUB DATE- Nov 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Standards; Beliefs; Classroom Environment; *Classroom Techniques; Cultural Awareness; Discipline; *Family Environment; Inner City; Intermediate Grades; Interviews; Junior High Schools; *Middle Schools; Standards; *Teacher Attitudes; Teacher Education; *Teacher Expectations of Students; Teaching Methods; *Urban Schools
IDENTIFIERS- *Control (Social Behavior)

This study was undertaken to obtain descriptive information about teachers' perceptions of effective classroom management within an inner-city middle school. Thirteen teachers in one such school in Tennessee were interviewed about their classroom management behaviors. Teachers appeared to have an elaborate system of beliefs related to the themes of establishing and maintaining control over their students, forming teacher expectations, and identifying the influences of the home environment. A central theme was that these teachers put a heavy emphasis on controlling student behavior to establish order and to plan and organize academic concerns, even though controlling procedures had not alleviated or lessened classroom conflict. Although they indicated that they believed teachers should not lower their standards, they did, in fact, lessen requirements for these students. They also indicated that, because of perceived home and community influences, they could not expect these students to perform in the same manner as students from other home environments. The home was regarded as a major source of problems for these students. The teachers did believe that they themselves were doing as well as they could under difficult circumstances. The process of improving inner-city schools could well begin with exposing teachers to training that recognizes the importance of cultural awareness for teachers. (Contains 26 references.) (SLD)

ED 368 821 UD 029 807

Hansen, Gregory
Folklife in Education and Cultural Conservation.
PUB DATE- Feb 94
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Multicultural Education (4th, Detroit, MI,

Materials (070)
DESCRIPTORS- Black Culture; *Blacks; Cultural Influences; Ethnic Groups; *Ethnicity; *Language Patterns; *Language Styles; Minority Groups; *Racial Identification; Self Concept; *Speech Communication; Verbal Communication
IDENTIFIERS- African Americans

This book addresses African American identity and communication and articulates how African Americans define themselves and membership in their group as well as how they percent intra- and inter-ethnic communication. Communication is viewed as a socially constructed process that revolves around membership in ethnic cultures. They explicate core symbols, prescriptions, problematic communication, code, conversation, community, and ethnic identity as sensitizing constructs in African American communication. The first chapter examines the emergent and problematic nature of ethnic culture as expressed in symbols, meanings, and norms. Chapter 2 discusses membership in African American ethnic culture, synthesizing information from social and psychological processes in order to understand the notions of self and identity, then applies these notions to ethnic identity, particularly that of African Americans. Chapter 3 summarizes information on African American language codes and communication style. Chapter 4 focuses on appropriate and effective communication among African Americans as well as between in-group and out-group members. The final chapter synthesizes ethnic identity, communication style, and competence and suggests applications and pragmatic issues in African American communication. The Communication Theory of Identity as a framework for interpreting previous research and guiding future endeavors is presented, including suggestions for future directions. The information in this book is a helpful resource to educators with African American students. Contains over 475 references and an authors index. (GLR)

ED 368 843 UD 029 863

Miller, Ron
What Are Schools For? Holistic Education in American Culture. 2nd Edition, Revised.
PUB DATE- 92
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Influences; *Educational Change; Educational History; *Educational Improvement; *Educational Planning; *Educational Quality; Elementary Secondary Education; Holistic Approach; Political Issues; *Social Change
IDENTIFIERS- *Holistic Education; Reform Efforts

This book presents an analysis and critique of the historical context and forces that have shaped and still continue to influence contemporary mainstream American education. Its central argument is that the nation itself, not the schools, has entered into a decline, and that the education of youth for the sake of national economic superiority is a profoundly self-destructive mistake. The author explores the failure of schools to educate and offers as an alternative a holisitc approach that has deep roots in the educational reform movements of the past two centuries. He argues that schools will become effective only when they refocus on meeting the needs of students rather than the needs of the economy or the broader society. The book examines how educational goals are actually determined and discusses how the political dialogue on and How Is Their Health?" (Iris M. Tropp, Marie J. Montrose); (2) "The Acculturation Process and Implications for Education and Services" (J. Manuel Casas and Antonio Casas); and (3) "Ethnicity and the Health Belief Systems" (Leonard Jack, Jr., Ira E. Harrison, and Collins O. Airhihenbuwa). Section 2, "Comprehensive Health Education in a Multicultural World," consists of chapters: (4) "What Is Comprehensive Health Education?" (William M. Kane, Lisa Shames, and Mark Jager); (5) "A Multiethnic Perspective on Comprehensive Health Education" (Anthony R. Sancho); (6) "General Guidelines for an Effective and Culturally Sensitive Approach to Health Education" (Sally M. Davis); and (7) "Integrating Multicultural Health Education into the Curriculum" (Markella L. Pahnos and Karen L. Butt). Section 3, "Multicultural Relevancy in Instruction," includes chapters: (8) "Empowerment Education Applied to Youth" (Nina Wallerstein); (9) "Student-Produced Health Education Materials" (Rima E. Rudd, Linda R. Comfort, Jeanne M. Mongillo, and Linda Zani); (10) "Working Cooperatively with Native-American Communities To Educate Children and Youth" (Michael E. Bird, William M. Kane, Lisa Shames, and Mark Jager); and (11) "Teaching Health through Sheltered English" (Lillian Vega Castaneda). Section 4, "Increasing Staff Capabilities," presents chapters: (12) "Shifting the Dominant Paradigm: A Challenge for Administrators" (Maria Natera); (13) "Staff Development for Multicultural Competency" (Loren B. Bensley, Jr.); (14) "Preservice Education for Multicultural Understanding" (Deborah A. Fortune); and (15) "Inservice Training: The Health Teacher As Professional Learner" (Veronica M. Acosta-Deprez). Section 5, "Working Together: Family and Community Involvement," provides chapters: (16) "Family Involvement in the Classroom and School Site" (Maria E. Hernandez and Charlen A. Day); and (17) "Community Partnerships in Comprehensive Health Education" (Katherine-Kerry L. Bozza). Ethnic and demographic profiles are appended. (LL)

ED 368 719 SP 035 167

Drolet, Judy C., Ed.; Clark, Kay, Ed.
The Sexuality Education Challenge: Promoting Healthy Sexuality in Young People.
PUB DATE- 94
NOTE- 670p.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Church Role; Community Role; Elementary Secondary Education; *Health Education; *Health Promotion; Higher Education; Inservice Teacher Education; Mass Media Role; Partnerships in Education; *Perspective Taking; Pregnancy; Preservice Teacher Education; Religious Conflict; *Sex Education; *Sexuality
IDENTIFIERS- Diversity (Student); *Knowledge Bases; School Based Health Clinics

This book offers the insights and perspectives of 39 sexuality educators. The collection of essays, full of theoretical considerations and practical implications, addresses the needs of those responsible for educating young people about sexuality and examines the major issues and concerns of sexuality education within the school setting. Thirty-three chapters cover a wide array of topics including: (1) past, present, and

Collection (Educational Testing Service)

Most of the 30 tests cited in this bibliography are those of the American Chemical Society. Subjects covered include physical chemistry, organic chemistry, inorganic chemistry, analytical chemistry, and other specialized areas. The tests are designed only for advanced high school, and both bachelor/graduate degree levels of college students. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (CRW)

ED 368 740 TM 020 751

Chemistry, Grades 7-12. Annotated Bibliography of Tests.
PUB DATE- Apr 91
NOTE- 15p.; Supersedes April, 1989 edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; Basic Skills; *Chemistry; Equivalency Tests; Mastery Tests; *Science Tests; Secondary Education; Student Evaluation
IDENTIFIERS- Placement Tests; Test Bibliographies; Test Collection (Educational Testing Service)

Among the 22 tests cited in this bibliography are end-of-course tests, tests of the American Chemical Society, and chemistry item banks. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (CRW)

ED 368 741 TM 020 752

Composition and Writing Skills. Annotated Bibliography of Tests.
PUB DATE- Dec 92
NOTE- 82p.; Supersedes January, 1991 edition.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

Current Practice in Educational Testing" (Annie W. Ward and Mildred Murray-Ward); (6) "The Portfolio: Scrapbook or Assessment Tool" (Jonnie P. Ellis, et al.); (7) "Addressing Theoretical and Practical Issues of Using Portfolio Assessment on a Large Scale in High School Settings" (Willa Wolcott); (8) "The Effective Use of Portfolio Assessment within Preservice Teacher Education: The University of Florida's Elementary Proteach Program" (Lynn Hartle and Paula DeHart); (9) "Portfolio Assessment in Teacher Education Courses" (Lyn Wagner, et al.) ; (10) "Modeling Alternative Assessment in Teacher Education Classrooms" (Mary Elizabeth D'Zamko and Lynn Raiser); (11) "An Analysis of Curriculum Domains: Implications for Assessment, Program Development, and School Improvement" (Linda S. Behar); (12) "Assessing Approaches to Classroom Assessment: Building a Knowledge/Skill Base for Preservice and Inservice Teachers" (Lehman W. Barnes and Marianne B. Barnes); and (13) "Assessing Mathematical Problem Solving from Multiple Perspectives" (Mary Grace Kantowski, et al.). (SLD)

ED 368 761 TM 021 177

Spelling, Grade 7 and Above. Annotated Bibliography of Tests.
PUB DATE- Jul 91
NOTE- 59p.; Supersedes August, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; *Basic Skills; *Diagnostic Tests; Elementary Secondary Education; Higher Education; High School Equivalency Programs; Learning Disabilities; *Occupational Tests; Reading Tests; Secondary Education; *Spelling Instruction; *Writing Skills
IDENTIFIERS- Placement Tests; Test Bibliographies; Test Collection (Educational Testing Service)

The 111 spelling tests described in this bibliography include those that assess spelling only and test batteries in which spelling is one of several skills being evaluated. Both achievement and diagnostic tests are described, as well as tests for special populations such as visually impaired persons and Spanish speakers. Occupational tests and GED preparatory tests are also included. Although all ages are represented, the majority of tests are targeted to grades 7 and above. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 368 762 TM 021 178

Spelling, Kindergarten - Grade 6. Annotated Bibliography of Tests.
PUB DATE- Jul 91
NOTE- 44p.; Supersedes August, 1989 Edition.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Elementary Secondary Education; Foreign Countries; Mathematics Achievement; *Mathematics Tests; Scoring; Standardized Tests; *Standards; *Test Construction; *Testing Problems
IDENTIFIERS- Australia; *Australian Council for Educational Research; Calibration; *Curriculum Embedded Tests; Performance Based Evaluation

The curriculum-embedded procedures used to construct, validate, and refine assessment tasks for mathematics are described and discussed. Curriculum-embedded assessment places assessment tasks in the day-to-day context of the classroom. The test of a curriculum-embedded task is whether it could be regarded as curriculum material per se. In Australia, as in other countries, national standards for student achievement have been constructed and published. Any set of assessment tasks linked firmly to these standards should provide standardized reporting. Standardization of curriculum-embedded alternative assessments is possible if attention is paid to problems of test administration and scoring during test development. A bank of teacher-selected and teacher-administered tasks standardized to enable system-wide reporting and scored on a partial credit basis would enable formative assessments to be made. To conform to the ground rules of curriculum embedded assessment the Developmental Assessment Resource for Teachers (DART) project of the Australian Council for Educational Research has developed activities for lower and upper grades. Calibration of these activities will be conducted with a national sample of Australian students. Eleven figures provide examples of the DART activities. (Contains 2 references.) (SLD)

ED 368 782 TM 021 295

McEwen, Nelly
Lessons from the Educational Quality Indicators Initiative.
PUB DATE- Jun 93
NOTE- 31p.; Paper presented at the Annual Meeting of the Canadian Educational Researchers' Association (Ottawa, Ontario, Canada, June 12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Cooperation; Data Analysis; Data Collection; Educational Assessment; *Educational Change; Educational Quality; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Outcomes of Education; *School Districts; State Government; Student Evaluation; *Systems Development
IDENTIFIERS- *Alberta; *Educational Quality Indicators Project AB; Performance Based Evaluation; Quality Indicators; Reform Efforts

The Educational Quality Indicators (EQI) initiative was a collaboration between Alberta Education (Alberta, Canada) and 12 school jurisdictions to develop and implement indicator systems to measure the success of the educational enterprise. Ten concurrent collaborative projects were conducted between 1989 and 1992 to develop indicator systems for a broad range of outcomes, data collection and analysis methods, and ways to report and communicate the information to different audiences. An overview confirms that EQI has had a positive impact on education in Alberta. Alberta superintendents have adopted the idea of indicator systems. Many are using the EQI materials,

Baez, Tony
An Independent Evaluation of MPS Alternative and Partnership Schools, Spring 1993. Final Report.
PUB DATE- 93
NOTE- 282p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Disadvantaged Youth; *Educational Change; Educational Philosophy; Elementary Secondary Education; Evaluation Utilization; Financial Support; *High Risk Students; Limited English Speaking; Needs Assessment; *Nontraditional Education; *Partnerships in Education; Program Evaluation; Public Schools; School Districts; *School Restructuring; Tables (Data); Urban Schools
IDENTIFIERS- *Milwaukee Public Schools WI

This evaluation of the alternative and partnership schools of the Milwaukee (Wisconsin) public schools (MPS) was commissioned in 1992 and continued in 1993 to provide a qualitative description of the MPS alternative and partnership school network and to give the school system an assessment of each of the programs to determine its viability. Eighteen partnership schools and 9 MPS alternative schools were evaluated. The current report brings together findings from both phases of the evaluation and makes recommendations for the continuation and improvement of these programs. The evaluation strongly suggests the need for a major change in the approach to alternative and partnership programs, with restructuring to overcome the basic problem where there is neither a rational nor educationally sound philosophy guiding the operation and funding of these schools. The network should be seen as a complementary system of true alternatives and not merely as safety valves for traditional schools. The practices that are effective in the best of these schools should be replicated, while those that are ineffective are eliminated. Funding and staffing for effective programs should be priorities. Six figures illustrate the discussion. Nine appendixes provide supporting information, including a list of effective programs for at-risk students. (Contains 39 references.) (SLD)

ED 368 802 UD 029 640

Baez, Tony
MPS Partnership Schools' Qualitative Evaluation: Findings and Recommendations.
PUB DATE- Jul 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Legislation; Ethnic Groups; *High Risk Students; Low Income Groups; Minority Groups; Multicultural Education; *Nontraditional Education; Parent Participation; Partnerships in Education; Program Development; Program Evaluation; *Public Schools; Secondary Education; Secondary School Students; Staff Development
IDENTIFIERS- *Milwaukee Public Schools WI

This report assesses the quality and effectiveness of the educational services (partnership schools) provided to at-risk students in Milwaukee Public Schools (MPS), Wisconsin. It discusses the major themes emerging from the review of the school-by-school study and the issues that should be considered in the planning and implementation of future alternative education programming and the enactment of related policy.

February 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; *Cultural Awareness; Cultural Education; *Elementary Secondary Education; Ethnic Groups; *Folk Culture; Nonformal Education; *Nontraditional Education; Racial Bias; Sex Bias; *Teaching Methods; *Traditionalism

Before engaging in a debate about the relationship between culture and education, it is necessary to recognize how teaching about folklore and folklife can serve as an agent for cultural conservation. The example of the prohibitions given Lakota children at a mission school two generations ago illustrates constraints imposed on the practice of ethnic folk traditions. Today, multicultural education is a form of cultural intervention in that teachers work to bring about cultural change. Unfortunately current multicultural education often reflects class, race, and sex biases. It would be fairer for American schools to include the study of traditional and ethnic folklife and to provide opportunities for tradition-bearers to share their knowledge with students. Ample research supports using folk culture to support academic instruction, as several examples illustrate. Bringing active tradition-bearers into schools demonstrates that many people with little formal education have a richness of knowledge and experience that are valuable resources for educators. (Contains 18 references.) (SLD)

ED 368 822 UD 029 808

Keeping Track of New York City's Children.
PUB DATE- 93
NOTE- 197p.; Paper presented at the National Conference of the National Association of Child Advocates PATHWAYS TO A BETTER TOMORROW (New Brunswick, NJ, November 11-14, 1993).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Community Characteristics; *Delivery Systems; Disadvantaged Youth; Elementary Secondary Education; Ethnic Groups; High School Graduates; Needs Assessment; Poverty; Racial Differences; *Social Services; Urban Areas; *Urban Problems; *Urban Youth; *Well Being
IDENTIFIERS- *New York (New York); New York City Board of Education

This report is a comprehensive study of the status of children and their families in New York City. It measures how well children are doing by using widely recognized indicators of well-being, and it measures the need, use, and accessibility of services to help children. "Keeping Track" focuses on community-level data, examining the 59 community districts in New York for different racial and ethnic groups. Data are also supplied to show how children in New York are faring in relation to those of the state and the country as a whole. Chapters consider economic factors, housing, nutrition, health and the environment, safety, and child care issues. Chapter 9 focuses on the education of the city's children. The city school system is the largest in the country, with 972,000 students and an annual budget of nearly $7 billion. Only 47 percent of students read at or above their grade level, and only 58 percent test at or above their grade level in mathematics. Only approximately 39 percent graduate from high school in 4 years. The New York education has utterly failed to take into account the implications research in this area have raised. Further, the book argues how holistic educators offer a profound philosophy that may be a genuine solution to the educational and cultural crises that are now being experienced. Contains over 175 bibliographic references and an index.

ED 368 844 UD 029 864

Homeless Children and Youth in Utah. 1993 Report.
PUB DATE- Dec 93
NOTE- 42p.; For the 1991 and 1992 reports, see ED 357 111-112.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Adolescents; Budgeting; Children; Data Collection; *Economically Disadvantaged; *Educationally Disadvantaged; Elementary Secondary Education; *Homeless People; *Special Needs Students; Surveys
IDENTIFIERS- *Utah

The Utah State Office of Education has conducted surveys of homeless shelters throughout Utah for the past 4 years. Data show that, during 1993, 32 shelter providers reported sheltering 4,680 homeless children. Each year, however, the shelter providers report turning away an increasing number of families because of a lack of space. Budget constraints make it difficult for shelters to collect data on the number of families turned away. Shelter waiting lists of 20 families are not uncommon. The number of homeless students reported by Utah school districts may reflect a more accurate figure of the real extent of homelessness among children and youth as defined by the McKinney Homeless Assistance Act. In 1993, Utah's 40 local school districts reported serving 9,969 homeless students who met the Stewart B. McKinney definition of homelessness lacking a "fixed, regular, and adequate residence." Shelter providers and district homeless student representatives both report progress in getting students registered for school and in ensuring their attendance and success. Significantly, of the 32 shelter providers surveyed, only three reported problems in registering homeless students. The districts and the shelter personnel involved in these problems are working to address the issues and provide for the needs of these students. Appendices provide survey data and survey forms as well as a list of Utah legislative appropriations, district counts, and funding. (Author/GLR)

ED 368 845 UD 029 865

Oxley, Diana
An Analysis of House Systems in New York City Neighborhood High Schools.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; EXXON Education Foundation, New York, N.Y.
PUB DATE- Jun 90
NOTE- 60p.; Funding also received from the Bruner Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Educational Planning; *Educational Quality; High Schools; Organizational Effectiveness; Peer Relationship; Program Evaluation; *School Effectiveness; Student Development; Teacher

future perspectives on sexuality education; (2) challenges to sexuality education in schools; (3) teacher training for sexuality education; (4) what educators need to know about Human Immunodeficiency Virus (HIV) and Sexually Transmitted Diseases (STD); (5) adolescent pregnancy prevention and sexuality education; (6) diversity and sexuality education; (7) the role of religious organizations in sexuality education; (8) sexuality education in conservative communities; (9) school-based clinics and school health care; (10) the role of the media in sexuality education; and (11) evaluation of sexuality education programs. Appendixes provide two position statements on sexuality education; criteria for assessing sexuality education curricula; a report on sexual behavior among 1990 high school students in the United States; a listing of National Coalition to Support Sexuality Education members; and a sample values statement on sexuality education. (LL)

ED 368 720 SP 035 169

Freeman, Ellen W.; Rickels, Karl
Early Childbearing: Perspectives of Black Adolescents on Pregnancy, Abortion, and Contraception. Sage Library of Social Research 192.
PUB DATE- 93
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Abortions; Adolescents; *Black Students; Decision Making; Disadvantaged Youth; Females; Health Education; High Schools; High School Students; Junior High Schools; Junior High School Students; Knowledge Level; Males; *Pregnant Students; *Student Attitudes; *Student Behavior; *Student Characteristics; Unwed Mothers; Urban Demography
IDENTIFIERS- *African Americans; University of Pennsylvania

This book reports on the Penn Study of Teenage Pregnancy, which examined issues surrounding adolescent pregnancy, abortion, and childbearing. Participants were African-American teenagers between the ages of 13 and 17 from disadvantaged urban backgrounds. Based on individual interviews over 2 years in the early 1980s, the study provided details about the teenagers' attitudes, perceptions and decisions; investigated their background characteristics, sexual knowledge, and behavior; examined feelings about pregnancy; compared adolescents who terminated a first pregnancy to those who delivered; and identified the behavioral, psychological and social differences of matched never-pregnant teens. The nine chapters in the volume are titled as follows: (1) "Studying the Problem of Teenage Pregnancy"; (2) "Risking Pregnancy: Avoidance, Ignorance, and Delay of Contraceptive Use"; (3) "Wanting Pregnancy: Teenagers' Attitudes, Goals, and Perceived Support"; (4) "Choosing Abortion or Delivery: Influences and Outcomes"; (5) "Avoiding Childbearing: Teenagers Who Terminated a First Pregnancy Compared to Never-Pregnant Peers"; (6) "Pregnancies After Study Enrollment: 'Pregnant Because They Are Different or Different Because They Are Pregnant?'"; (7) "Family Involvement: Preventing Early Teenage Childbearing"; (8) "Male Teenagers and Contraception"; and (9) "Conclusions and Recommendations." Six appendices provide information on measurement instruments and assessment points in the study; statistical procedures used; summary of theoretical framework with main variables for analysis; background characteristics of the sample at enrollment (percent distribution); statistical tables; and an initial interview questionnaire. The

DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; Basic Skills; College Entrance Examinations; Elementary Secondary Education; *English; Higher Education; *Language Tests; Mastery Tests; Student Evaluation; Student Placement; Writing Skills; *Writing Tests

IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 161 tests cited in this bibliography are for all age and grade levels. Many of the instruments are test batteries in which writing skills are measured in a subtest. The tests may contain objective, multiple-choice or essay-type questions. The tests included here are in English and for native-speakers. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (CRW)

ED 368 742 TM 020 753

Consumer Competency. Annotated Bibliography of Tests.

PUB DATE- Aug 89

NOTE- 15p.; Supersedes April, 1988 edition.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Basic Skills; *Consumer Economics; Consumer Education; Daily Living Skills; *Knowledge Level; Secondary Education; Situational Tests; Student Evaluation

IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 18 tests cited in this bibliography cover all age levels, although many are geared toward the secondary education level. The content of the tests focuses on the skills that individuals should possess in order to be effective consumers of goods and services. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (CRW)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; *Basic Skills; *Diagnostic Tests; Elementary Education; Learning Disabilities; Reading Tests; Screening Tests; *Spelling Instruction; *Writing Skills
IDENTIFIERS- Placement Tests; Test Bibliographies; Test Collection (Educational Testing Service)

The 85 spelling tests described in this bibliography include those that assess spelling only and test batteries in which spelling is one of several skills being evaluated. Both achievement and diagnostic tests are described, as well as tests for special populations such as visually impaired persons and Spanish speakers. Although all ages are represented, the majority of tests are targeted to grades K-6. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 368 763 TM 021 179

Speech/Communication. Annotated Bibliography of Tests.
PUB DATE- Oct 91
NOTE- 87p.; Supersedes October, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Attitude Measures; *Communication Skills; Elementary Secondary Education; Family Relationship; Higher Education; *Interpersonal Competence; *Occupational Tests; Self Evaluation (Groups); *Self Evaluation (Individuals); Social Cognition; *Speech Communication
IDENTIFIERS- Management Skills; Social Skills Testing; Test Bibliographies; Test Collection (Educational Testing Service)

The 174 tests in this bibliography measure communication skills for a number of populations, including students and teachers, adults in business, family relationships (including both parent-child and spousal/marital relationships) and special populations entering social or work environments. Areas tested include expressive and receptive abilities, verbal and nonverbal communication, and social or occupational skills. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or and the provincial department of education is also incorporating ideas and strategies into its information system. The EQI initiative has demonstrated that a large-scale reform initiative focused on producing better information about education can help improve education. While there is no single indicator system, and none is a panacea, a useful indicator system can be constructed to focus on student outcomes through multiple measures. Three tables present information about the projects. An appendix gives the table of contents from the final report on the project, "Achieving Quality," which is published separately. (Contains 19 references.) (SLD)

ED 368 783 TM 021 296

Horgan, Noriko Saito; Hayes, Mabel
A Comparison of Performance on Piagetian Tasks among Japanese and Anglo-American Children Six Years of Age Who Were Exposed to One Language and Two Languages.
PUB DATE- Apr 94
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anglo Americans; *Bilingual Students; Children; Comparative Analysis; Cultural Differences; Developmental Tasks; Elementary Education; *Elementary School Students; *English; Foreign Countries; International Studies; *Japanese; Language Proficiency; Native Speakers; Performance; *Piagetian Theory; Second Language Learning
IDENTIFIERS- *Japan; United States

This study explored the extent of measurable differences in performance on Piagetian tasks among six year olds who are exposed to one or two languages. Subjects (N=120) were divided into four groups: (1) native English-speaking Anglo-Americans who live in the United States; (2) native Japanese-speaking Japanese who live in Japan; (3) native English-speaking Anglo-Americans who are exposed to Japanese and live in Japan; and (4) native Japanese speaking Japanese who are exposed to English and live in the United States. Nine null hypotheses were formulated to test for significant differences among the groups on the performance of three different Piagetian tasks which were individually administered. The F-test (p .01), Q-test (p .05), and t-test (p .01) were used for underlying distribution of the test statistics. All subjects (Japanese and American) exposed to two languages performed significantly better on the three Piagetian tasks as compared to subjects exposed to one language. There were no significant differences in performance on the three Piagetian tasks between: (1) Japanese with one language/one culture and Anglo-Americans with one language; and (2) Japanese with two languages/two cultures and Anglo-Americans with two languages. Two tables are included. (Contains 68 references.) (Author)

ED 368 784 TM 021 297

Huntley, Renee M.; Miller, Sherri
Are Reading Comprehension Tasks Affected by Line References in Test Items?
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8,

Additional topics examine the quality and extent of monitoring, supervision, support services to, and successful practices of MPS partnership schools. Major themes and problem areas discussed include: (1) the absence of multicultural curricula, (2) perceptions held of community-based partnership schools, (3) partnership autonomy and statutory compliance, (4) authentic assessment and credit granting, (5) individualized educational training plans, (6) staff development, (7) parental involvement, and (8) behavioral reassignment programs. Each section of the report contains recommendations for appropriate action by MPS officials. An appendix provides the study conclusions. Contains a 20-item bibliography. (GLR)

ED 368 803 UD 029 653

Lewis, Anne C.
Changing the Odds: Middle School Reform in Progress 1991-1993.
PUB DATE- 93
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Disadvantaged Youth; *Educational Change; Educational Planning; Elementary School Students; Grants; Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; Parent Participation; Philanthropic Foundations; Poverty; Program Development; *Program Implementation; *School Restructuring; Social Problems; *Urban Schools; Violence
IDENTIFIERS- Edna McConnell Clark Foundation; Middle School Students; *Reform Efforts

Through its efforts in 12 middle schools in 5 cities, The Edna McConnell Clark Foundation's Program for Disadvantaged Youth is trying to challenge the assumption that certain children are uneducable. The first steps in this program were detailed in "Gaining Ground," which described the thoughts and hopes of educators in 1989 through 1991 as they began to plan to educate their students more effectively through the foundation's grants. This book reviews the second phase of the initiative, between 1991 and 1993. In the face of poverty, family and social instability, and violence, middle school reform is struggling to take hold, but it is slowly becoming reality. Project sites include: (1) two schools in Baltimore (Maryland); (2) two in Milwaukee (Wisconsin); (3) two in San Diego (California); (4) three in Louisville (Kentucky); and (5) three in Oakland (California). These years have been frustrating as well as exciting in project schools, which have been charged to focus on the three "high;" namely, high expectations, high content, and high support. This book presents not conclusions, nor recommendations, but rather impressions of the unfolding reform process. A list of resource organizations is included. (Contains 47 references.) (SLD)

ED 368 804 UD 029 694

Many Faces, Many Ways. Multi-Cultural Diversity of Brooklyn. A Guide for Teachers.
PUB DATE- 90
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

schools educate a tremendous diversity of students, with diverse racial and ethnic backgrounds and a variety of educational and social needs. The information in this report clarifies the needs of New York's children as a step toward providing the best childhood and education for each. Data are presented in 150 figures. Appendix 1 discusses data constraints, and Appendix 2 contains four tables of summary data. (SLD)

ED 368 823 UD 029 810

Allen, Kay W.; Hutchinson, Cynthia J.
Issues of Diversity and Conflict Resolution.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Techniques; College Faculty; *Conflict Resolution; *Cultural Differences; *Experiential Learning; Higher Education; High Schools; Models; Role Playing; Simulation; Teacher Education; *Training; Workshops
IDENTIFIERS- *Diversity (Student)

The purpose of the training model described in this paper is to provide proactive and intervention strategies for managing classroom conflict. The impetus for the creation of this model came from a workshop collaboratively developed by high school students, teachers, and university faculty. The training model is designed for both prospective and practicing teachers and utilizes a variety of approaches including simulations and role play. The model is based on the assumptions of experiential learning. The steps of this model are outlined and facilitators are provided information for processing. (Contains 12 references.) (Author)

ED 368 824 UD 029 811

Hall, Annette Frances
To Increase the Number of Participants Utilizing the Homework Assistance Program in a Youth Center Setting through Tutoring, a Conducive Learning Environment, and Computer Instruction.
PUB DATE- 93
NOTE- 103p.; Ed.D. Practicum Paper, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Elementary School Students; Elementary Secondary Education; Helping Relationship; *Homework; Incentives; Individual Instruction; Interpersonal Relationship; Practicums; Program Development; *Recreational Activities; Secondary School Students; Social Support Groups; Student Attitudes; Student Motivation; *Tutorial Programs; Tutors; *Youth Programs

This practicum was designed to develop an effective homework-assistance program in an after school and evening youth center. Before the program was introduced, a facility was available, but few students attended. The author reorganized and restructured the facility and its services to attract participants, motivate them to complete their homework, and as a consequence, to improve their academic skills. Before implementation, the program was publicized, and rooms were redesigned to provide an environment conducive to learning. During implementation, tutors were recruited and computers

Student Relationship
IDENTIFIERS- *House School; *New York City Board of Education

This report presents research findings concerning house systems in four New York city high schools during the 1988-89 school year. Quantitative analyses compared small and large schools with both weak and strong house designs. Findings indicate that house systems with more complete designs had more positive effects on staff and students and outperformed weak ones in large schools on most measures, including students' relationships with peers, teachers, and support staff; extracurricular participation; sense of community; academic performance; and teachers' knowledge of students' all around performance. Additionally, systematic observations of students' school experiences reveal that well designed house systems were conducive to staff teamwork and students' punctual arrival at class. Overall, the study shows that the house systems constitute a more effective form of high school organization. The limiting factor associated with house systems has to do with their requirements for implementation. House systems are incompatible with current organizational structures, and school staff must have the assistance of district officials and principals' and teachers' unions to replace them. Finally, house systems can do nothing to address the inadequacy of the buildings in which students and staff presently work. An appendix provides the psychometric properties of study measures. (GLR)

ED 368 846 UD 029 866

Korris, Steven J.
Dual Education in the Madison Metropolitan School District. Wisconsin Policy Research Institute Report. Volume 7, No. 2.
PUB DATE- Feb 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; Black Teachers; Comparative Analysis; Elementary Education; Elementary School Students; Enrollment; High School Students; Junior High School Students; *Public Schools; *Racial Segregation; School Districts; *School Segregation; Teacher Student Ratio; *White Students
IDENTIFIERS- African Americans; *Madison Public Schools WI

This 1994 report presents findings on Madison Metropolitan School District's dual system of education for White and African American students. Among the study's findings are the following: (1) African American dropouts outnumbered African American graduates; (2) students from low-income families scored higher on standard tests than African American students, even though the African American group included middle- and upper-income students; (3) in absolute numbers, the district imposed more suspensions on African American students than on White students, even though there were more than five times as many White students; (4) African American students in Madison were twice as likely as White students to be declared "learning disabled" or "emotionally disturbed" in 1991-92; (5) the ratio of African American teachers to African American students was 75 to 1, whereas White teachers to White students was 11 to 1; (6) 4 of 9 middle schools and 14 of 29 elementary schools operated without any African American teachers; and (7) the growth of enrollment in the district's schools has slowed to a halt while other areas are booming. The report recommends that the board begin to dismantle dual education, reexamine racial disparities in punishment and special education, engage African bibliography includes approximately 200 titles. (LL)

ED 368 721 SP 035 170

Folsom-Meek, Sherry L.; Nearing, Ruth J.
Preservice Physical Education Teacher Attributes Associated with Positive Attitudes toward Students with Mild Disabilities.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Denver, CO, April 13-17, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- *Adapted Physical Education; *Attitude Measures; Education Courses; Elementary Secondary Education; Federal Legislation; Higher Education; *Mild Disabilities; Self Evaluation (Individuals); Special Education; *Special Needs Students; Surveys; *Teacher Attitudes; Teacher Competencies; Teacher Education
IDENTIFIERS- Individuals with Disabilities Education Act; *Physical Education Majors; *Preservice Teachers

As stipulated by the Individuals with Disabilities Education Act (IDEA) of 1990, instruction in physical education is a direct service that must be provided to children and youth with disabilities who are between the ages of 3 and 21 years. This study was conducted to assess the relationship between preservice physical education teacher attributes (age, adapted physical education (APE) courses, year in school, special education courses, experience, practicum, educational preparation, and certification level) and attitudes toward teaching students classified as behaviorally disordered, mildly mentally retarded, and learning disabled. Subjects, preservice undergraduate physical education teaching majors (N=399) who were enrolled in an introductory APE course, completed the Physical Educators' Attitude Toward Teaching the Handicapped II (PEATH II). Results are presented under three general headings: (1) subject characteristics; (3) professional preparation regarding individuals with disabilities, and (3) rating of quality of professional preparation. Based on the sample, it was concluded that preservice physical education teachers with favorable attitudes believed themselves to be very competent and rated their educational preparation as high in relation to teaching students with disabilities. A sample of the PEATH II is appended. (Contains 29 references.) (LL)

ED 368 722 SP 035 171

Folsom-Meek, Sherry L.
Effects of Training on Head Start Providers' Attitudes toward Children with Disabilities and Knowledge of Motor Development.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Denver, CO, April 13-17, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Child Caregivers; Child Development; *Disabilities; Federal Legislation; Knowledge Level; *Motor Development; Preschool Education; Preschool

ED 368 743 TM 020 754

Criterion-Referenced Measures, Preschool-Grade 3. Annotated Bibliography of Tests.
PUB DATE- Mar 90
NOTE- 65p.; Supersedes August, 1988 edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; Basic Skills; Beginning Reading; Cognitive Tests; *Criterion Referenced Tests; *Diagnostic Tests; Disabilities; Early Childhood Education; Language Skills; Mathematics Skills; *Objective Tests; Primary Education; Reading Readiness; Student Evaluation; Verbal Tests
IDENTIFIERS- Criterion Referenced Scoring; Test Bibliographies; Test Collection (Educational Testing Service)

The 140 tests cited in this bibliography consist of test items related to instructional objectives. Assessment of student gain is made in terms of mastery of objectives rather than by comparison with a group norm. The subject areas include mathematics, reading, vocabulary, spelling, science, and social studies. The tests are primarily designed for preschool through grade 3. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (CRW)

ED 368 744 TM 020 755

Criterion-Referenced Measures, Grades 4-6. Annotated Bibliography of Tests.
PUB DATE- Mar 90
NOTE- 58p.; Supersedes August, 1988 edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Basic Skills; Cognitive Tests; *Criterion Referenced Tests; Intermediate Grades; Language Skills; Mathematics Skills; Mathematics Tests; *Objective Tests; Reading Achievement; Science Education; *Screening Tests; Social Studies; Student Evaluation; Verbal Tests
IDENTIFIERS- Criterion Referenced Scoring; Science Achievement; Test Bibliographies; Test Collection (Educational Testing Service)

The 118 tests cited in this bibliography consist of items related to instructional objectives. Assessment of gains is made in terms of mastery of objectives rather than in comparison with group norms. Some of the entries are item banks geared to objectives from which the test administrator selects appropriate items for evaluating the test takers. The tests institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 368 764 TM 021 180

Study Skills. Annotated Bibliography of Tests.
PUB DATE- Sep 91
NOTE- 45p.; Supersedes April, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; *Basic Skills; *Diagnostic Tests; Elementary Secondary Education; Learning Strategies; *Reading Tests; *Study Skills
IDENTIFIERS- Placement Tests; Test Bibliographies; Test Collection (Educational Testing Service)

Most of the 77 tests described in this bibliography are for elementary secondary level students. The tests are used to assess students' study and reference skills. Many are subtests contained in a test battery. A separate bibliography assessing library skills is also available. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 368 765 TM 021 181

Manual Dexterity. Annotated Bibliography of Tests.
PUB DATE- May 92
NOTE- 39p.; Supersedes July, 1989 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Aptitude Tests; Attitude Measures; Disabilities; *Mechanical Skills; *Occupational Tests; Performance Tests; *Psychomotor Skills; Secondary Education; *Vocational Evaluation
IDENTIFIERS- *Manual Dexterity Tests; Test Bibliographies; Test Collection (Educational Testing Service)

The 73 tests included in this bibliography are aptitude tests for specific occupations that require some level of manual dexterity for successful performance. Many of the tests measure manual and finger dexterity, abstract, verbal, and numeric reasoning, and motor coordination. Some of these tests are work samples requiring manipulation of actual materials used on the job or the manipulation of objects. Many of these tests can

1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Classification; Difficulty Level; High Schools; *High School Students; Racial Differences; *Reading Comprehension; Reading Tests; Sex Differences; Test Construction; Test Format; *Test Items
IDENTIFIERS- ACT Assessment; *Line References (Tests)

Whether the shaping of test items can itself result in qualitative differences in examinees' comprehension of reading passages was studied using the Pearson-Johnson item classification system. The specific practice studied incorporated, within an item stem line, references that point the examinee to a specific location within a reading passage. Versions of 71 test items with and without line references were prepared and classified by the Pearson-Johnson system as textually explicit, textually implicit, or scriptally implicit. Each experimental unit was administered as part of the ACT Assessment to nearly 425 examinees. The practice of citing specific lines of text generally served to make items easier, although mainly for low-ability examinees, thus accounting for the consistently lower discrimination in the version with line references. The performance of males and females, or Blacks and Whites, however, was not differentially affected. That performance is affected by the shaping of test items has important implications for test construction. It remains to be studied whether adding a line reference gives an advantage to an examinee in a timed test. Four tables present study findings. (Contains 6 references.) (SLD)

ED 368 785 TM 021 298

Kurtz, Linda
Teacher Assessments of Coping Styles in Children of Divorce.
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Behavior Problems; Comparative Analysis; *Coping; *Divorce; Elementary Education; *Elementary School Students; Elementary School Teachers; Family Problems; Foreign Countries; Nuclear Family; *Parents; Student Characteristics; Student Evaluation; *Teacher Attitudes
IDENTIFIERS- Child Behavior Checklist; Coping Inventory

Whether specific classroom coping styles of elementary school children from divorced families differ in comparison with their peers from intact homes was studied, along with the relationship between teachers' observations of children's specific coping styles and parental reports of children's behavior problems. The divorced-family group consisted of 28 boys and 33 girls from 8 to 12 years of age in grades 3 to 6. The intact-family group was matched for grade, sex, and school district. Teacher perceptions measured through the Coping Inventory were compared with results from the Child Behavior Checklist which was completed by parents. According to teachers, children from disrupted families exhibited a more restrictive range of coping styles in comparison with peers from intact homes. Children with divorced parents were also

(055)
DESCRIPTORS- Cultural Awareness; *Cultural Differences; Definitions; Elementary Secondary Education; *Ethnic Groups; *Folk Culture; Heritage Education; Immigrants; *Local History; *Minority Groups; Multicultural Education; *Resource Materials; Teacher Education; Teaching Methods; Urban Areas
IDENTIFIERS- *New York (Brooklyn)

This resource guide, which focuses on the "Brooklynites" section of Brooklyn's Historical Museum, provides the means for teachers to explore Brooklyn's (New York) multicultural heritage in greater depth. The activities replicate techniques used by folklorists and local historians to help students gain insight into the culture and history of Brooklyn. Students will come to recognize that they themselves are bearers of family and community traditions that are worthy of study. All of the lessons and activities in this guide may be adapted to the experiences of any individual of any ethnic and cultural background. Definitions and discussion of folklore, ethnicity, material culture, local history, and primary sources prepare the reader for detailed considerations of: (1) immigration and settlement patterns; (2) foodways; (3) folk art; (4) festivals and folklore; and (5) the built environment (urban buildings). A selected annotated bibliography lists three sources for teachers and four for students. Seven activity sheets are attached. (SLD)

ED 368 805 UD 029 695

Lamberti, Mary Jo
A Summary of Research Findings on Efficacy Programs for Middle and Elementary School Students.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Elementary Schools; Elementary School Students; Longitudinal Studies; Mathematics Achievement; *Middle Schools; Outcomes of Education; Program Evaluation; Public Schools; Reading Improvement; Research; *Student Improvement; *Teacher Response
IDENTIFIERS- *Efficacy; Middle School Students

This report examines the findings from a series of evaluations of efficacy programs in selected elementary and middle schools in Peoria (Illinois), Detroit (Michigan), Los Angeles (California), and the Ravenswood School District in East Palo Alto (California). An efficacy program initiated in Sacramento is targeted as a research site, but no data are presently available. The research conducted in Peoria, Detroit, and Los Angeles investigates the effects of these programs on various outcome measures, both qualitative and quantitative, including improvement in students' grades, decreases in absenteeism, attitude changes toward school work, and performance on standardized achievement tests. Findings indicate that elementary and middle school students who participated in the efficacy programs made significant gains in their achievement. In addition, teachers report positive perceptions of the program and cited the need to expand and continue the program for all grade levels. Thirteen tables provide program data. (Contains 11 references.) (GLR)

ED 368 806 UD 029 704

De La Rosa, Mario R., Ed.; Adrados, Juan-Luis Recio, Ed.

employed to support student learning. Recreation and snacks were other enticements that encouraged students to learn. Students (largest sample=73) were asked to complete a questionnaire about the program. Results were positive: the number of students attending the program had quadrupled. Teachers reported that participants experienced improvement in academic subjects, social skills, and attitudes toward school. Parents and students recorded increases in motivation to complete homework assignments. Seven tables and four figures illustrate the practicum paper. Eight appendixes contain the surveys and supporting documents. (Contains 23 references.) (Author/SLD)

ED 368 825 UD 029 812

Lu, Janet Y. H., Comp.
A Resource Guide for Asian and Pacific American Students, K-12.
PUB DATE- 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Asian Americans; *Childrens Literature; Cultural Awareness; Elementary Secondary Education; Ethnic Groups; History; Instructional Materials; Minority Groups; Nonprint Media; *Pacific Americans; Publications; *Reference Materials; *Resource Materials; Resources

This selection of publications on Asian and Pacific Island Americans is based on the availability, popularity, and adaptability of materials published in the last 50 years. The guide is divided into 14 separate sections. The first contains a general collection of publications on Asian and Pacific Americans. The following sections on Chinese, Japanese, Korean, Pacific Islanders, and Southeast Asians include historical, linguistic, and cultural references. The sections on children's literature and literature for young adults consist of teachers' references, and materials for student reading. The last five sections provide educators and schools with information on available professional journals and newsletters, library or classroom materials, and relevant community agencies. Instructional materials developed by school districts are not included. (SLD)

ED 368 826 UD 029 813

Riddell, Sheila I.
Gender and the Politics of the Curriculum.
PUB DATE- 92
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Course Selection (Students); *Curriculum; Decision Making; Family Influence; Foreign Countries; Labor Market; Peer Influence; Secondary Education; Secondary School Students; *Self Concept; Sex Bias; Sex Differences; *Sexual Identity
IDENTIFIERS- Choice Behavior; *England; *National Curriculum

This book uses detailed case studies of two secondary schools in England to examine the relationship between curriculum choice and gender identity among 14-year-old students making their

American parents, and desegregate the staff. An appendix provides an index of tables and a list of formal discrimination complaints against Wisconsin Schools. (GLR)

ED 368 847 UD 029 869

Martinez, Deirdre
Hispanics in the Labor Force: A Chartbook.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Dec 93
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Data Analysis; *Employment Level; Family Income; *Hispanic Americans; Labor Force; Low Income Groups; Minority Groups; Salaries

This report provides data on Hispanic representation within the U.S. workforce in such areas as administrative, professional, and sales as well as in the service industry, farming, law enforcement, manufacturing, and transportation. In addition, various fact sheets are provided that present specific labor force status numbers, earnings, and educational information. Overall, when compared to other minorities Hispanics are a relatively young population, have lower educational attainment, have much lower family incomes, and are underrepresented in many high-prestige occupations. A notable portion of Hispanics have no formal education beyond the fifth grade. With the exception of Black females, 18- and 19-year-old Hispanics are the least likely of all groups to be in school; Hispanics are much less likely to complete high school compared to non-Hispanics, and they are almost twice as likely as Whites to dropout. Because of their lower educational levels, Hispanics are concentrated in low-wage work. In terms of overall income, Hispanics are more than twice as likely to be poor as non-Hispanics, e.g., Hispanic children in 1992 were more likely than White children to be living in poverty, but not as likely as Blacks. Information sheets provide educational, labor force status, and income data on various subgroups within the Hispanic population. (GLR)

ED 368 848 UD 029 870

Barber, Benjamin R.
An Aristocracy of Everyone. The Politics of Education and the Future of America.
PUB DATE- 92
NOTE- 314p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Pluralism; *Democratic Values; *Educational Change; *Educational Objectives; Nationalism; *Politics of Education; Role of Education; Social Change

This book argues that rather than pursuing a debate defined by controversy over who should be taught, what should be taught, and how it should be paid for, Americans must address education for what it is: the well-spring of democracy in the United States. Education must emphasize democracy as much as it does the pursuit of excellence. By doing this, young Americans will gain an apprenticeship in liberty--one grounded in a renewed commitment to community service. This approach is presented as

Teachers; *Professional Training; Teacher Attitudes; Young Children
IDENTIFIERS- Individuals with Disabilities Education Act; *Project Head Start; *Training Effectiveness

In conjunction with Public Law 101-476, the Individuals with Disabilities Education Act, Head Start programs are committed to including children with disabilities as 10 percent of their student population. This study sought to determine the effects of training on Head Start providers' attitudes toward children with disabilities and their knowledge of motor development concepts. Child care provider groups (N=30) participating in the study were: 10 Head Start Director/Teacher (HSDT), 10 Head Start Assistant Teacher (HSAT), and 10 in a control group. Treatment for the Head Start groups consisted of workshops in inclusion and motor development. A posttest-only design was utilized. Following treatment/no treatment, childcare providers completed two instruments--the Mainstreaming Attitude Inventory for Day Care Providers and a motor development knowledge test designed to assess knowledge of concepts presented. For attitude and motor development knowledge data, mean scores in descending order were HSAT, HSDT, and control. Follow-up post hoc analyses revealed a significant difference between HSAT and control groups with attitudes toward children with disabilities and no significant differences among groups with knowledge of motor development. Descriptive statistics of attitude and motor development scores by group, results of Fisher's LSD Post-Hoc Test on Attitude Scores, samples of Mainstreaming Attitude Inventory for Day Care Providers, and Motor Development Knowledge Test are included. (Contains 15 references.) (LL)

ED 368 723 SP 035 172

Boelts, Maribeth; Boelts, Darwin
Kids to the Rescue! First Aid Techniques for Kids.
PUB DATE- 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Accidents; *Child Role; Elementary Education; *First Aid; *Health Education; Health Promotion; Illustrations; *Injuries; Parent Materials; Parent Role; Parent Student Relationship; Teacher Role; Teaching Guides
IDENTIFIERS- *Emergency Preparedness; Situational Analysis

This first aid manual teaches children to think wisely in an emergency and shows how to give first aid to themselves and others and to get help. An interactive format utilizes the adult as a child's helper and encourages the child to: (1) listen to a first aid situation as it is read by an adult; (2) look at an illustration and picture themselves in the situation; (3) tell the adult what they would do in that scenario; and (4) role play the steps on the first aid page enough times so that recall is automatic. Following a note to parents and teachers and a child's introduction, the manual provides instruction on common emergency situations: nose bleed, something in the eye, bleeding, broken bones, dog bite, snake bite, poisoning, insect sting, chemical burns in the eye, choking, electric shock, burns, unconsciousness, and clothing on fire. A section titled "Using the Phone to Get Help," a first aid quiz and an answer key are included. (LL) range widely in subject area, including mathematics, reading, vocabulary, spelling, science, and social studies and are primarily designed for grades 4 through 6. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (CRW)

ED 368 745 TM 020 756

Criterion-Referenced Measures, Grade 7 and Above. Annotated Bibliography of Tests.
PUB DATE- Mar 90
NOTE- 63p.; Supersedes August 1988 edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Basic Skills; Cognitive Tests; *Criterion Referenced Tests; Language Skills; Mathematics Tests; *Objective Tests; Reading Achievement; Science Education; *Screening Tests; Secondary Education; Social Studies; Student Evaluation; Verbal Tests
IDENTIFIERS- Criterion Referenced Scoring; Science Achievement; Test Bibliographies; Test Collection (Educational Testing Service)

The 118 tests cited in this bibliography consist of items related to instructional objectives. Assessment of gains is made in terms of mastery of objectives rather than in comparison with group norms. Some of the entries are item banks geared to objectives from which the test administrator selects appropriate items for evaluating the test takers. The tests range widely in subject area, including mathematics, reading, vocabulary, spelling, science, and social studies. Although ages preschool through adult are represented, the tests are primarily designed for grades 7 through 12. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (CRW) only be purchased by trained counselors or personnel departments. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 368 766 TM 021 182

Spanish. Annotated Bibliography of Tests.
PUB DATE- Nov 90
NOTE- 14p.; Supersedes January, 1990 Edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; *College Entrance Examinations; Equivalency Tests; Higher Education; Language Proficiency; *Language Tests; Secondary Education; *Second Language Learning; *Spanish; Student Evaluation
IDENTIFIERS- Placement Tests; Test Bibliographies; Test Collection (Educational Testing Service)

The 15 tests described in this bibliography assess knowledge of and proficiency in Spanish as a foreign language. Tests for bilingual or Spanish-speaking populations are not included. Most of the tests are geared toward students at the secondary or college level. Among the areas assessed are listening comprehension, reading comprehension, vocabulary, grammar, pronunciation, speaking, and knowledge of Spanish culture. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 368 767 TM 021 183

United States History. Annotated Bibliography of Tests.
PUB DATE- Feb 90
NOTE- 22p.; Supersedes April, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

found to exhibit more behavior problems. In general, children's coping styles when confronted with environmental stressors were found to be inversely related to their maladaptive behaviors, probably as a result of ineffective coping. One table provides descriptive statistics. (Contains 25 references.) (SLD)

ED 368 786 TM 021 300

Neves, Isabel P.; Morais, Ana M.
Children's Positioning in the Family and School Achievement.
PUB DATE- Apr 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Children; Family Characteristics; *Family Structure; Foreign Countries; Parent Child Relationship; Power Structure; Questionnaires; Racial Differences; Self Concept; Sex Differences; *Social Class; Social Control; Social Structure; *Teaching Methods
IDENTIFIERS- Portugal; *Positioning (Family); *Science Achievement

Effects of the positioning of the child in the family and community were studied for 80 Portuguese students, ages 10 to 12 years, of differing race, social class, and gender. Positioning is considered to be a factor that reflects power and control relations in family hierarchical structures, and one that is particularly influenced by family communication. It was hypothesized that children with a high position in the family would have better academic achievement as well. Positioning in family and community was determined through student questionnaires. Children from advantaged social classes tend to have a more positive perception of their parents' status, and they tend to communicate with parents so that their personal attributes are more valued. Children with high positioning in the family have higher initial achievement in sciences than children with low positioning, but this difference loses significance after 2 years. Low positioning seems to have a more depressing effect on the initial achievement of girls than of boys, but effects of race were not separable from those of social class in this sample. Results suggest that school pedagogic practice may blur the effect of positioning on academic achievement. Five figures illustrate the discussion. (Contains 13 references.) (SLD)

ED 368 787 TM 021 304

Schumacker, Randall E.
A Comparison of Best Model Selection Criteria in Multiple Regression.
PUB DATE- Jan 94
NOTE- 35p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 27-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Criteria; Models; Prediction; *Regression (Statistics); Research Problems; *Selection; *Statistical Studies
IDENTIFIERS- All Possible Subset Approach; Principal Components

Drug Abuse among Minority Youth: Advances in Research and Methodology. National Institute on Drug Abuse Research Monograph 130.
PUB DATE- 93
NOTE- 356p.; Monograph based on papers and discussions from a technical review on "Epidemiological Drug Abuse Research on Minority Youth: Methodological Issues and Recent Research Advances (Bethesda, MD, July 17-18, 1991). Cover title: "Drug Abuse Among Minority Youth: Methodological Issues and Recent Research Advances."
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; Adolescents; American Indians; Blacks; *Cultural Differences; *Drug Abuse; Hispanic Americans; Interaction; Juvenile Gangs; *Minority Groups; Models; Research Design; *Research Methodology; Urban Areas; *Youth
IDENTIFIERS- African Americans; Puerto Rico

The lack of information on the extent and nature of drug use and abuse among minority youth has limited the development of culturally relevant and effective interventions for this group. These papers present research findings and information about research methodology directed at this target group. Papers include: (1) "Integrating Mainstream and Subcultural Explanations of Drug Use among Puerto Rican Youth" (Orlando Rodriguez, et al.); (2) "Orthogonal Cultural Identification: Theoretical Links between Cultural Identification and Substance Use" (E. R. Oetting); (3) "Acculturation: The Broader View. Theoretical Framework of the Acculturation Scales" (Juan-Luis Recio Adrados); (4) "Interactional Theory: Its Utility in Explaining Drug Use Behavior among African-American and Hispanic Youth" (Marvin D. Krohn and Terence P. Thornberry); (5) "Examining Conceptual Models for Understanding Drug Use Behavior among American Indian Youth" (Jeff King and Julian F. Thayer); (6) "Acculturation Strain Theory: Its Application in Explaining Drug Use Behavior among Cuban and Other Hispanic Youth" (William A. Vega, et al.); (7) "Validity of Self-Reports in Student-Based Studies on Minority Populations: Issues and Concerns" (John M. Wallace, Jr. and Jerald G. Bachman); (8) "Interviewing Minority Youth about Drug Use: Telephone vs. In-Person Surveys" (Leonard LoSciuto, et al.); (9) "Hispanic Dropouts and Drug Use: A Review of the Literature and Methodological Considerations" (Ernest L. Chavez); (10) "Getting into the Gang: Methodological Issues in Studying Ethnic Gangs" (Karen A. Joe); (11) "Identifying, Gaining Access To, and Collecting Data on African-American Drug Addicts" (Leon E. Pettiway); (12) "Surveying and Tracking Urban Elementary School Children's Use of Abusable Substances" (Patricia J. Bush, et al.); (13) "School and Community Politics: Issues, Concerns, and Implications when Conducting Research in African-American Communities" (Julius Debro and Darlene J. Conley); (14) "Substance Use Disorders among Young Minority Refugees: Common Themes in a Clinical Sample" (Joe Westermeyer); and (15) "Current Gaps and New Directions for Studying Drug Use and Abuse Behavior in Minority Youth" (Mario R. De La Rosa, et al.). (SLD)

ED 368 807 UD 029 742

Wheelock, Anne
Empowered Teachers, Empowered Learners: Reform in Progress in Louisville's High Middle Schools.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.

first choices about what to pursue at examination level. It reveals a two-way process. Pupils' decisions on what to take are influenced by how they perceive themselves in gender terms, and the curriculum once chosen reinforces their sense of gender divisions. Influences of peers, family, the labor market, and teachers are examined. It is argued that the belief in freedom of choice and school neutrality espoused by many teachers can become an important factor in the reproduction of gender divisions, and that unless the introduction of the national curriculum is accompanied by systematic efforts to eradicate sexism from the hidden curriculum it will fail to create greater equality of educational opportunity among the sexes. Five figures and 57 tables illustrate the discussion. An additional five tables in an appendix summarize research methodology. (Contains 158 references.) (Author/SLD)

ED 368 827 UD 029 814

Freedman, Marc
The Kindness of Strangers: Adult Mentors, Urban Youth, and the New Voluntarism.
PUB DATE- 93
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adults; Community; *Disadvantaged Youth; Elementary Secondary Education; Experience; *Interpersonal Relationship; Low Income Groups; *Mentors; Middle Class; Modeling (Psychology); *Urban Youth; *Volunteers; Volunteer Training

This volume tells the story of the concerned adults who have come forward to mentor disadvantaged urban youth, one-on-one, in cities across the country. It illustrates what middle-class volunteers can do to ameliorate the conditions of young people living in poverty. Mentoring can complement government efforts and contribute to the broader revitalization of institutions. More than 300 interviews and the reflections of eight mentors anchor the discussion and convey the wide diversity of the mentoring experience. Mentoring is portrayed as a low-cost, high-yield solution to problems confronting young people. It is argued that volunteerism can save young people from their environments as it saves the American people from the evils of public institutions. In addition, volunteer mentors serve as catalysts for social action on a broader scale. The underlying aspect is one of community, as mentoring brings people together across generation, race, and class. (SLD)

ED 368 828 UD 029 815

Henig, Jeffrey R.
Rethinking School Choice: Limits of the Market Metaphor.
PUB DATE- 94
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Disadvantaged Youth; *Economic Factors; Educational History; Elementary Secondary Education; *Equal Education; *Free Enterprise System; Metaphors; Nontraditional Education; Political Influences; Poverty; Private Sector; *Racial Discrimination; *School Choice; School Restructuring

The appropriateness of the market metaphor as a guide to education policy with respect to school choice is discussed, a means of providing Americans with the literacy to live in a civil society and the competence to participate in democratic communities, while promoting excellence in education that will maintain America's economic, technical, and political preeminence in a rapidly changing world. It shows that education offers the only path toward rebuilding and reinvigorating the United States, and that this is a path that must now be followed. (GLR)

ED 368 849 UD 029 871

Toch, Thomas
In the Name of Excellence: The Struggle To Reform the Nation's Schools, Why It's Failing, and What Should Be Done.
SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching.
PUB DATE- 91
NOTE- 332p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Apathy; Classroom Environment; *Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; *Excellence in Education; Instructional Improvement; *Public Schools; Secondary Education; Standardized Tests; State Schools; Student Alienation; Student Attitudes; Teacher Improvement

This book discusses the crusade for educational excellence since the early 1980s. It argues that the reform movement has failed to adequately address the extraordinary degree of alienation and apathy among secondary school students and teachers, and the schools' contribution to the problem, i.e., there exists a human element of the education crisis that the reformers have largely neglected. The book addresses these issues in three parts. Part 1 examines the evolution of the education reform movement including the people and the developments that shaped it. Part 2 presents a detailed examination of why the excellence movement is floundering. Part 3 examines the adverse consequences of the apathy and alienation that pervade so many of the nation's public secondary schools and offers an agenda for reform. Contains 78 references, chapter notes, and an index. (GLR)

ED 368 850 UD 029 872

Fass, Paula S.
Outside In: Minorities and the Transformation of American Education.
PUB DATE- 89
NOTE- 316p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blacks; Catholics; *Cultural Pluralism; *Educational Change; *Educational History; Elementary Secondary Education; Females; Higher Education; Immigrants; *Minority Groups; School Policy; School Role; *Social Change; Social Influences
IDENTIFIERS- *Diversity (Groups)

This book argues that the shape of American education in the twentieth century, its forms, functions, and contradictions, is related to the problems associated with American diversity, and that understanding the role that schools have come to play in

ED 368 724 SP 035 173

Stang, Lucas; Miner, Kathleen R.
Nutrition. Health Facts.
PUB DATE- 94
NOTE- 84p.; For other volumes in the Health Facts series, see SP 035 174-182.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athletics; *Body Image; Dietetics; *Eating Habits; *Exercise; *Foods Instruction; *Health Education; Health Materials; Health Promotion; *Nutrition; Nutrition Instruction; Resource Materials; Secondary Education
IDENTIFIERS- Comprehensive School Health Programs

The 10-volume "Health Facts" series is intended to supplement to health education curricula and provide a handy reference for individuals who would like additional background information on particular health topics. The emphasis is on topics and examples relevant to youth of middle and high school age. The five sections in this book provide teachers with basic facts about: the types and components of food; the most recent guidelines for eating a healthy diet; the association between diet and disease; the relationship between body image and weight control; and special dietary issues associated with exercise and sports. An easy to read reference format offers clear, concise data intended to familiarize educators with the most important facts about the issues and concerns. A glossary, a list of resources, and 20 references complete the volume. (LL)

ED 368 725 SP 035 174

Krantzler, Nora J.; Miner, Kathleen R.
Environmental and Community Health. Health Facts.
PUB DATE- 94
NOTE- 108p.; For other volumes in the Health Facts series, see SP 035 173-182.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Health Services; *Disease Control; *Environmental Education; *Environmental Influences; *Government Role; *Health Education; Health Materials; Health Promotion; Public Health; Public Policy; Resource Materials; Secondary Education
IDENTIFIERS- Comprehensive School Health Programs

The 10-volume "Health Facts" series is intended to supplement health education curricula and provide a handy reference for individuals who would like additional background information on particular health topics. The emphasis is placed on topics and examples relevant to youth of middle and high school age. This book is divided into two parts: Part 1 on environmental health and Part 2 on community health. Part 1 has three parts with information on: environmental issues and community concerns; different kinds of environmental pollution; natural environmental cycles including air, soil, and water; and the role of government, industry, agriculture, and the indiviual in protecting the environment. Part 2 contains two sections on: threats and approaches to community health; and community health resources and services at the national, state, and local

ED 368 746 TM 020 757

Economics, Grade 1 and Above. Annotated Bibliography of Tests.
PUB DATE- Feb 90
NOTE- 19p.; Supersedes June, 1988 edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; Basic Skills; *Criterion Referenced Tests; *Economics; Elementary Secondary Education; Higher Education; Student Evaluation
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 25 tests cited in this bibliography cover all grade levels. Test content includes micro- and macro-economics and basic economic concepts. Some of the measures are equivalency tests and there are a few Spanish language editions. Although grades 1 through adult are represented, the tests are primarily designed for grades 7 through 12 and adult. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (CRW)

ED 368 747 TM 020 758

Environmental Education. Annotated Bibliography of Tests.
PUB DATE- Dec 89
NOTE- 22p.; Supersedes February, 1988 edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Agricultural Occupations; Annotated Bibliographies; Biology; Certification; Diagnostic Tests; Elementary Secondary Education; *Energy Conservation; *Environmental Education; Forestry; Geography; Higher Education; Knowledge Level; Mastery Tests; Occupational Tests; Postsecondary Education; Student Evaluation
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 36 tests cited in this bibliography are used to assess knowledge of the physical environment and various environmental issues. There are achievement tests for students in elementary and secondary grades. Some of the tests are course or curriculum related. Also included are measures for all ages which relate to individuals' interests and attitudes toward the physical environment. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education,

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; Curriculum Evaluation; *Equivalency Tests; Higher Education; Prognostic Tests; Secondary Education; *Standardized Tests; *United States History
IDENTIFIERS- Placement Tests; Test Bibliographies; Test Collection (Educational Testing Service)

The 33 tests in this bibliography cover United States History from the period of exploration of the continent through the Civil War to Post World War II. One test measures knowledge of African American history. Types of measures include credit by examination, item banks, and end-of-course tests. All ages are represented but the majority of tests target grade 7 and above. Populations tested include: teachers, high school students, college students and adult students at the high school level. Some achievement batteries include social studies subtests that contain U.S. history questions. This document is one in a series of topical bibliographies from The Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC)

ED 368 768 TM 021 190

Newman, Isadore; And Others
Qualitative Analysis of Comic Strip Culture: A Methodological Inquiry.
PUB DATE- Feb 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (17th, Sarasota, FL, February 9-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Comics (Publications); Context Effect; Data Analysis; Evaluation Methods; *Graduate Students; Groups; Individual Characteristics; *Popular Culture; *Qualitative Research; *Research Methodology; Training
IDENTIFIERS- *Grounded Theory; Research Replication

The paper is a methodological inquiry into the interpretation of qualitative data. It explores a grounded-theory approach to the synthesis of data and examines, in particular, the construction of categories. It focuses on ways of organizing and attaching meaning to data, as research problems embedded in a cultural context are explored. A qualitative research training task with 4-5 graduate students per group (4 or 5 groups per class) evaluating comic strip culture, was used to show how different ways of categorizing data lead to different interpretations of comic strip culture. Consistency within groups and how groups differ were studied. Implications of this study center around the idiosyncratic nature of qualitative research, the issues

Analysis; Stepwise Regression; *Subset Analysis

The all-possible subset approach is recommended as an alternative over stepwise methods for selecting the best set of predictor variables for multiple regression. Several criteria are available for selecting the best subset model. These are compared with the principal component regression (PCR) method to investigate their usefulness for subset model selection. An applied example illustrates the comparisons. Subjects were 80 females and 76 males who participated in an early college admission program for gifted students entering the Texas Academy of Mathematics and Science. Their scores on the Learning and Study Strategies Inventory (LASSI) were analyzed; the research question was whether LASSI subscales could predict a student's college grade point average. The best subset model for each subset size with the corresponding selection criteria is presented in a table. Six tables and one figure present analysis results. An appendix contains the Statistical Analysis System program for the analysis. (Contains 22 references.) (SLD)

ED 368 788 TM 021 305

Schumacker, Randall E.; And Others
Examining Replication Effects in Rasch Fit Statistics.
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Goodness of Fit; Item Response Theory; Research Methodology; *Sample Size; Simulation; Statistical Studies; Test Items; *Test Length
IDENTIFIERS- Power (Statistics); *Rasch Model; Type I Errors; Weighting (Statistical)

Rasch between and total weighted and unweighted fit statistics were compared using varying test lengths and sample sizes. Two test lengths (20 and 50 items) and three sample sizes (150, 500, and 1,000 were crossed. Each of the six combinations were replicated 100 times. In addition, power comparisons were made. Results indicated that there were no differences in item and person Rasch fit statistics based on the number of replications. The Type I error rates were close to expected values. It was concluded that the number of replications in Rasch simulation studies are not a major factor influencing fit. Researchers should be more sensitive to the number of persons, number of items, and the correction for degrees of freedom used in the mean square calculation (n vs. n-1). Ten tables are included. (Contains 13 references.) (Author)

ED 368 789 TM 021 306

Schumacker, Randall E.
A Comparison of the Mallows' C subscript p and Principal Component Criteria for Best Model Selection in Multiple Regression.
PUB DATE- Apr 94
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

PUB DATE- Jan 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disadvantaged Youth; *Educational Change; Educationally Disadvantaged; Educational Planning; Intermediate Grades; Junior High Schools; Low Income Groups; Middle Schools; *Participative Decision Making; Program Development; School Restructuring; Teacher Attitudes; *Teacher Expectations of Students; Urban Schools
IDENTIFIERS- *Jefferson County Public Schools KY; Kentucky Education Reform Act 1990; *Teacher Empowerment

In Louisville (Kentucky), the design and effort that foster educational changes are yielding rewards in three of the district's middle schools, participants in the High Project. The High Project, which began in 1989 with the support of the Edna McConnell Clark Foundation, attempts to provide high expectations, high content, and high support for low-income students in the middle grades. The efforts in these three schools and the connection of these efforts with reforms stemming from the Kentucky Education Reform Act of 1990 are described. In taking a direction that was clearly school focused and was developed with and for teachers who participated in planning and implementing programs, the project has begun to demonstrate the possibilities for reform in urban middle schools, including the most disadvantaged. The high content and high support of the project have solidified teachers' own expectations of themselves and their expectations for meaningful professional development. The empowered teachers in project schools are in turn empowering students. (Contains 22 references.) (SLD)

ED 368 808 UD 029 753

Resolving Conflict Through Mediation.
PUB DATE- 92
NOTE- 67p.; Poster not included in copy received by ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; *Conflict Resolution; *Educational Methods; Instructional Materials; Intermediate Grades; Interpersonal Communication; Junior High Schools; *Middle Schools; Role Playing; *Teaching Methods
IDENTIFIERS- Middle School Students

This manual describes the activities of an educational program that is specifically designed for middle-school students with the purpose of providing steps whereby teachers can introduce the process of conflict resolution and the skills necessary for mediation to students within a classroom setting. It also encourages students, teachers, and administrators to further explore mediation or conflict management programs with the goal of introducing such a program into their schools. The program manual is broken out into three sections: Responding to Conflict; Communication Skills for Mediation; and The Mediation Process. Each section includes step-by-step instructions for implementing the program, and all necessary student worksheets and handouts are included in a separate package for easy duplication. Training takes approximately 5 to 7 hours to complete and is conducted in sessions ranging from 15 to 45 and the theory and practice of school choice and the history of the choice movement are traced. School choice has at times become a vehicle for racial and economic segregation and a way to deny, rather than promote, access to education for the poor. Choice in practice has been associated with racial politics and social discrimination against the poor. Where it has worked, it has depended less on the market than on a combination of strong political leadership, government commitment, private support, and an atmosphere that seeks the larger social good. It is argued that the real danger of market-based choice is not that some children might attend private schools at public expense, but that real questions of public school policy may go unanswered. The real need is to focus not on public and private schools as service-delivery mechanisms but on the differences between public and private schools as vehicles for deliberation, debate, and decision making. Market-oriented proposals are not likely to work and are likely to make education worse. Public education is the institution that gives the greatest opportunity for succeeding generations. Fifteen figures and three tables illustrate the discussion. (SLD)

ED 368 829   UD 029 816

Farrell, Edwin
Self and School Success. Voices and Lore of Inner-City Students.
PUB DATE- 94
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *Academic Achievement; Adolescents; Comparative Analysis; Contraception; Family Influence; Family Relationship; High Schools; *High School Students; *Inner City; Interpersonal Relationship; Interviews; Peer Influence; Research; Sexuality; *Student Attitudes

This book presents findings from taped interviews of successful inner-city high school students concerning what their lives were like and what accounted for their success in school. Information is also presented from two additional studies involving their parents and teachers. Chapter 1 explores what the students perceive to be the relationship between success in school and success in the future. Chapter 2 examines how students view male-female relationships. Chapter 3 discusses the students' realization that they can choose which of their peers will be their friends. Chapter 4 explores the nature of family interactions among this population in both nuclear and single-parent families. How they get along with their families is compared with similar relationships involving students with less academic success. Chapter 5 provides a picture of the lives of parents and presents findings on whether student success is based on their influence. Remaining chapters (1) discuss what seems to be the primary self for these students as opposed to their less academically successful peers, (2) examine the impact of the teacher on student success, and (3) explore the various groups students belong to and how they may be influenced by these affiliations. The appendix presents the research methodology. Contains 103 references and an index. (GLR)

ED 368 830   UD 029 817

Youth Violence: A Community Resource. Hearing on Experience and Reaction to Trends Regarding Juvenile Violence Within the society requires an examination of the history of the education of outsiders. Several minority groups (European immigrants, Blacks, women, and Catholics) are examined at particularly significant historical moments in their education and at points of special social consequence. The book is divided into two parts. Part 1 concentrates on European immigrants in American education and emphasizes the interplay between social definitions, school policies, and student experience to describe how the schools were recreated in the context of their pluralistic populations. Part 2 examines the federal government's influence on Black education during the 1930s and 1940s, higher education for women from 1945 to 1963, and the Catholic education experience during the twentieth century. Appendices include lists of extracurricular participation of men and women by ethnic group and activity. Contains chapter notes and an index. (GLR) levels. An easy to read reference format offers clear, concise data intended to familiarize educators with the most important facts about the issues and concerns. A glossary, a resource list, and 27 references complete the volume. (LL)

ED 368 726 SP 035 175

Stang, Lucas; Miner, Kathleen R.
Injury and Violence Prevention. Health Facts.
PUB DATE- 94
NOTE- 114p.; For other volumes in the Health Facts series, see SP 035 173-182.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; Drug Abuse; *Health Education; Health Materials; Health Promotion; *Injuries; Public Health; Resource Materials; Responses; *Safety Education; Secondary Education; *Suicide; *Violence
IDENTIFIERS- Comprehensive School Health Programs

The 10-volume "Health Facts" series is intended to supplement health education curricula and provide a handy reference for individuals who would like additional background information on particular health topics. The emphasis is placed on topics and examples relevant to youth of middle and high school age. The five sections in this book provide teachers with basic facts about the public health approach to injury prevention. The book includes information about those most at risk of injury; the costs of injury; the role alcohol and other drugs play in injuries; unintentional injuries, which have traditionally been called "accidents"; and intentional injuries due to violence and suicide. An easy to read reference format offers clear, concise data intended to familiarize educators with the most important facts about the issues and concerns. A glossary, a list of resources, and 22 references complete the volume. (LL) counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (CRW)

ED 368 748 TM 020 761

Achievement Tests, College Level. Annotated Bibliography of Tests.
PUB DATE- Apr 93
NOTE- 132p.; Supersedes February, 1990 Edition.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; College Entrance Examinations; Diagnostic Tests; *Equivalency Tests; Higher Education; *Licensing Examinations (Professions); *Mastery Tests; Standardized Tests
IDENTIFIERS- Placement Tests; Test Bibliographies; Test Collection (Educational Testing Service)

The 237 tests included in this bibliography encompass a wide range of achievement tests suitable for use with individuals at the college level. It includes descriptions of equivalency tests, and certification tests, as well as achievement tests that measure knowledge in the areas of science, technology, social science, humanities, mathematics, and foreign languages. This document is one in a series of topical bibliographies from the Test Collection (TC) at the Educational Testing Service (ETS) containing descriptions of more than 18,000 tests and other measurement devices prepared by commercial publishers, teachers, educational institutions, professional associations, departments of education, counselors, etc. Each description contains the following basic information: TC Accession Number (a six-digit identification number assigned by the Test Collection); the title of the instrument; personal or institutional author; year of publication or copyright; availability source; grade level for which test is suitable; age level for which test is suitable; and abstract. Other information, which is provided when known, includes subtests, number of test items, and time required to complete the test. Information on accessing the Test Collection via Internet concludes the document. (HAC) related to generalizability, and the relationships between training and nontraining of researchers to the interpretation of data. The results of this investigation reflect the systematic replication of three independent studies with 27, 23, and 22 individual responses. Includes five tables. (Contains 16 references.) (Author/SLD)

ED 368 769   TM 021 195

Kendall, John S.; Marzano, Robert J.
The Systematic Identification and Articulation of Content Standards and Benchmarks. Update.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 94
NOTE- 273p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Criteria; Educational Assessment; *Educational Change; Elementary Secondary Education; Geography; History; *Identification; *Job Skills; Mathematics; Models; *National Competency Tests; Reading; Sciences; *Standards; Writing (Composition)
IDENTIFIERS- *Benchmarking; *Standard Setting; Subject Content Knowledge

This update addresses major issues surrounding educational standards for all subject areas. It provides a review and analysis of standards and benchmarks in the content areas of science, mathematics, history, geography, reading, and writing. Also included is an analysis and description of the knowledge and skills considered important for the workplace. Following the introductory section on the movement for national standards, the second section provides an overview of current standards-development efforts across subject areas. Section 3 describes in greater detail the technical and conceptual differences apparent since the beginning of the standards movement and the model of standards and benchmarks adopted for this study. Section 4 presents key questions that should be addressed by schools and districts considering a standards-based strategy. Section 5 describes the overall process used to identify standards and benchmarks, and Section 6 lays out the format and citation strategy used in the standard sections. Sections 7 through 15 provide the standards and benchmarks for nine separate areas. Appendixes list declarative and procedural knowledge structures by levels of generality. (Contains 54 references.) (SLD)

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Criteria; *Estimation (Mathematics); Factor Analysis; *Models; Prediction; Regression (Statistics); Research Methodology; Research Problems; *Selection; Simulation; Statistical Analysis; *Statistical Studies
IDENTIFIERS- Cross Validation; *Mallows C(p) Criterion; Multicollinearity; Principal Components Analysis; Statistical Package for the Social Sciences; Statistical Packages; *Subset Analysis

A population data set was randomly generated from which a random sample was drawn. This sample was randomly divided into two data sets, one of which was used to generate parameter estimates, which were then used in the second data set for cross-validation purposes. The best variable subset models were compared between the two data sets on the R-squared and the Mallows' C(p) criteria for best model selection. The cross-validation method postulated a correlated predictor set. The parameter estimates, standard errors, and t values of the best variable subset models were then compared between the multiple regression approach with correlated predictors and the principal components method that creates orthogonal predictor variables. The Mallows' C(p) values were inflated and did not always indicate the best variable subset model upon cross validation. The R-squared values are the same regardless of correlated or orthogonal predictors; therefore, parameter estimates and standard errors in a principal components analysis should be investigated. This is especially the case in the presence of multicolinearity in the best variable subset model predictor set. The use of PROC IM1 procedures for cross validation is discussed. Ten tables and one figure illustrate the discussion. An appendix presents analysis programs. (Contains 23 references.) (Author/SLD)

minutes. Also included is a color wall poster that reminds students of the mediation process and ground rules. (GLR)

ED 368 809 UD 029 758

Burnett, Gary
Technology as a Tool for Urban Classrooms. ERIC/CUE Digest, Number 95.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Information; Basic Skills; Computer Assisted Instruction; *Computer Uses in Education; Educational Change; Educational Planning; *Educational Technology; Elementary Secondary Education; Foreign Countries; Information Literacy; Language Proficiency; Problem Solving; *Program Implementation; Teaching Methods; Technological Advancement; Telecommunications; *Urban Schools
IDENTIFIERS- ERIC Digests; *ORILLAS Network; Project Headlight

By 1992, according to a study by the Council of Chief State School Officers, more than 3.5 million computers were in U.S. elementary and secondary schools--a ratio of one computer for every 13 students. In addition, 99 percent of all schools across the country reported that they provide their students with some access to computers. Sometimes computer use enhances learning for all students and sometimes it simply confers a new technological sheen on the low-level programs. This digest provides an overview of computer use in schools and presents a few general guidelines for educators to use when implementing an educational technology program. The primary consideration should be the purpose of using the technology, and programs should be designed to ensure access to all students and to function as an integral part of a well-planned pedagogy. Some of the characteristics of successful educational technology are illustrated through description of two successful programs. The De Orilla a Orilla (From Shore to Shore) (ORILLAS) network uses word processing, electronic mail, and electronic publishing to strengthen the English and native language proficiencies and achievement of students in the United States, Argentina, Canada, and Mexico. Project Headlight exemplifies a single-school program that has infused a Boston elementary school with technology. Programs for urban schools need not be as extensive as Project Headlight to be effective. However, if schools do not invest in technology or invest only in low-level remedial programs, they will leave their students ill-prepared for the future. (Contains 12 references.) (SLD)

Jurisdiction of Phoenix and Tucson, AZ, before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, One Hundred Third Congress, First Session (Phoenix and Tucson, AZ, June 1-2, 1993).
PUB DATE- 94
NOTE- 290p.; Serial No. J-103-17.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - General (140)
DESCRIPTORS- *Adolescents; Crime Prevention; *Delinquency Prevention; Hearings; *Juvenile Gangs; Juvenile Justice; Local Issues; *Problem Solving; *Violence; Youth Problems
IDENTIFIERS- Congress 103rd; Gun Control

Data show that gangs, drugs, and random murders are becoming staples in the lives of U.S. children. Every major U.S. city is facing a deadly gang problem, exemplified by drive-by shootings and teenagers brandishing assault weapons. This document presents witness testimony, prepared statements, and panel discussions that examine the problem of gang violence and the use of firearms by young people within the community, as well as what has and has not worked in attempting to eliminate these problems at the local level. Panelists include Stanley G. Feldman, Chief Justice of the Arizona Supreme Court; Sophia Lopez, representing Mothers Against Gangs; Lora Nye, chairperson, Phoenix Blockwatch Commission; Robert K. Corbin, president, National Rifle Association; and several Arizona city mayors, law enforcement officials and judges, school district administrators, and representatives of community anti-gang grass roots organizations. An appendix contains additional submissions that were submitted for the record. (GLR)

ED 368 831 UD 029 818

Chang, Hedy Nai-Lin
Newcomer Programs: Innovative Efforts to Meet the Educational Challenges of Immigrant Students.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rosenberg Foundation, San Francisco, Calif.; Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE- 90
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Literacy; *Educationally Disadvantaged; *Educational Planning; Elementary Secondary Education; Ethnic Groups; *Immigrants; Limited English Speaking; Minority Groups; Program Descriptions; *Program Development; Program Evaluation; Resource Materials; *Special Needs Students
IDENTIFIERS- *California; *Newcomer Programs

This report provides an in-depth review of the "newcomer program phenomenon" and is designed to promote discussion of how schools can best educate and safeguard the rights of immigrant children. Through telephone interviews and site visits, the report presents data on the characteristic features of existing newcomer programs, the demographic realities that led to their creation, and how a whole host of factors affect program development. Additionally, program design and policies are reviewed covering such areas as program structure, exit policies, class size, curriculum, language of instruction, teacher selection, staff development, and program evaluation. To date, at least 17 districts have responded to the influx of

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245p. L1 ED 367 910

The School-To-Work Opportunities Act of 1993. Hearings on S. 1361, to Establish a National Framework for the Development of School-to-Work Opportunities Systems in All States, and for Other Purposes before the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources, United States Senate, One Hundred Third Congress, First Session (September 28 and October 14, 1993).
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School-to-Work Opportunities Act of 1993. Report together with Supplemental Views To Accompany H.R. 2884. House of Representatives, 103D Congress, 1st Session.
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